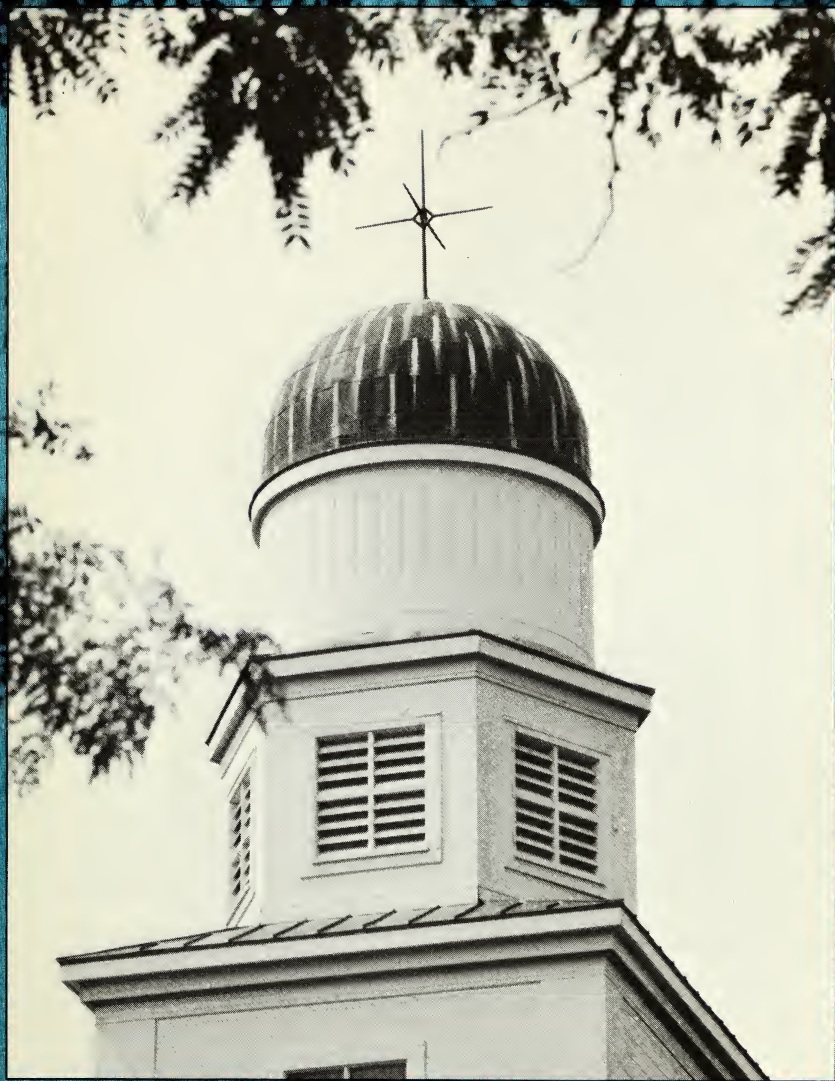


Pictures At An Exhibition:

Illinois Wesleyan University: 1968-1986



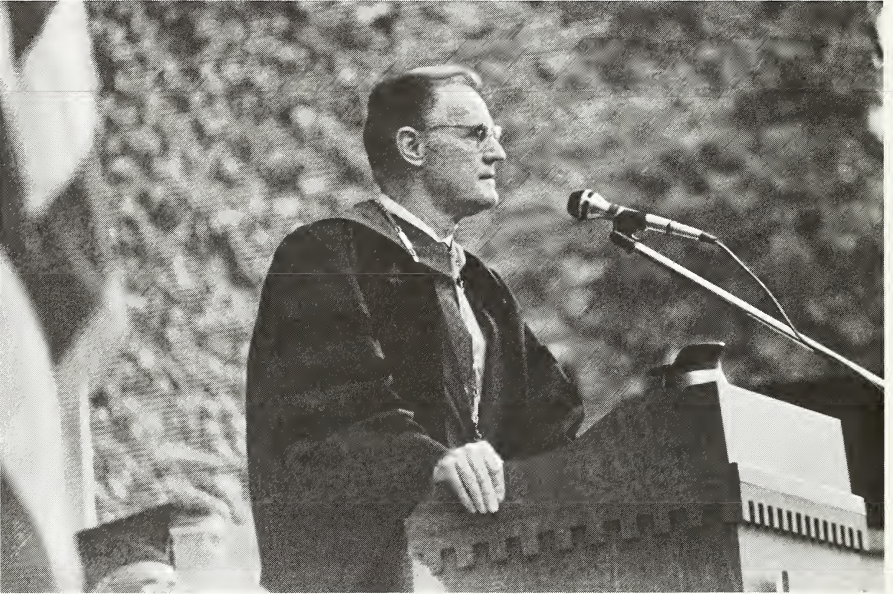
An Academic Memoir by

Robert S. Eckley



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Commencement 1982

Pictures at
an Exhibition

Illinois Wesleyan University,
1968-86,
An Academic Memoir

by
Robert S. Eckley

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*In recognition of their contributions
and service to IWU and the
encouragement and friendship
extended to me:*

William T. Beadles, 1924-68

R. Dwight Drexler, 1934-79

Jack Horenberger, 1942-81

Preface

Moderate Mussorgsky composed his “Pictures at an Exhibition” in 1874 for the piano in memory of his friend Victor Hartmann, an artist and architect. His inspiration came from a posthumous exhibit in St. Petersburg of Hartmann’s work. Apparently, Mussorgsky never considered an orchestration of the “Pictures,” but others did, beginning with Mikhail Tushmalov in 1891 and continuing through Vladimir Ashkenazy in 1982, a total of nineteen times, according to Leonard Slatkin, conductor of the St. Louis Symphony. During the Chicago Symphony Orchestra’s one-hundredth season in November 1990, Slatkin conducted the Orchestra in a combination “Pictures” using orchestrations from nine different composers, rather than the Ravel orchestration with which we are familiar. On hearing this performance, I was struck by the similarities and differences of these “Pictures” and recognized that my pictures of Illinois Wesleyan University from 1968 to 1986 would differ from those of others who experienced the same events as the variety exhibited in the many orchestrations of Mussorgsky’s work. This is how my “Pictures at an Exhibition—Illinois Wesleyan University: 1968-1986” originated.

I conceived of six different word pictures of the University during the period to tell its story from various vantage points plus two bookend sketches or chapters that are more personal in content. These six are the following: students, faculty and staff, academic programs, the campus, finance, and volunteers—the last three intermixing the business and support aspects of the University. These pictures are neither objective history nor artistry; they are my attempt to relay how it was at Illinois Wesleyan during almost two decades in its development. Others may remember it differently, and there is much more to be told than it is possible to squeeze into six pictures and two sketches.

I am intensely aware that not very much that happens in a complex institution of higher education, even a small one, is the result of one individual. Therefore, I am concerned that this memoir not underrepresent the contributions of others to the chronology presented. Nevertheless, it probably does because I am more informed of my own involvement and may be less aware of the efforts of others that were equally or even more significant in the events recounted. Also, so many were active—roughly a thousand faculty, staff, and

trustees, plus unmentioned volunteers—that the names included are necessarily limited. I hope the lists contained in the appendices are a small recognition of all who labored here.

Each chapter has been reviewed by two or three people knowledgeable of the content. I acknowledge their help in improving the accuracy of the pictures presented. They shall remain anonymous to avoid any responsibility for the chronicle; I must be responsible for the accuracy and interpretation of the presentation.

My son, Robert George, a professional photographer, has helped in selecting, printing, and in several cases, photographing the pictures that accompany the text. He also assisted by reviewing several of the chapters. My daughter, Jane E. Lennon, an attorney, improved the presentation by her comments on the entire manuscript. Paul, an investment analyst, reviewed and made suggestions on the chapter on finance. The contributions of my younger daughter, Rebecca E. Melchert, were indirect but real. She became the musician that I could only contemplate, and accepted the encouragement and facilities offered by the School of Music to assist her development. She was also neglected more by my over-engagement at Wesleyan because she was only eleven when we arrived—I missed most of her instrumental and dance recitals and all of her many swimming performances. As always in my endeavors, my wife Nell has played a key role in inspiring and encouraging the preparation of my pictures. Keenly interested in this narrative, she fully expressed her reaction to each chapter without attempting to control the style or the content. In truth, it is her story as well as mine.

Morris B. Abram, an attorney who was president of Brandeis University, made the following statements at the Emory University commencement in 1972: "Most men are not as good as they pretend to be nor as bad as their enemies paint them. No man is always truthful, especially to himself, and no man lies all the time even to himself." I think that he is right and that it applies to women, too.

R.S.E.

December, 1992

Chapter 1

Promenade

"Upon the subject of education,...I can only say that I view it as the most important subject which we as a people can be engaged in." A. Lincoln, 1832.

On my forty-sixth birthday, Dr. Dale Pitcher called to inquire about my interest in the presidency of Illinois Wesleyan University. Pitcher was a member of the search committee and we had become acquainted with one another several years before when he was District Superintendent of the Peoria area of the Methodist Church and I had been lay leader of the First Methodist Church there. The timing of his call was fortuitous. In the immediate circumstance, I was leaving for Europe four days later. In the longer view, if the connection with Illinois Wesleyan had not occurred as it did, the likelihood is high that I would have stayed in the work I enjoyed at Caterpillar. At the time, it included economic research, pricing, production scheduling, and product control, each involving a global dimension.

Nell and I met with the search committee of seven ministers (as the by-laws then prescribed) and the officers of the Board on a rainy October 30 at the Illinois House, a local hotel. I was the first candidate to be interviewed and both sides were feeling their way along. On the way home Nell and I were undecided as to whether we would be interested if an offer did follow. Again, by chance, the chairman of the search committee was the Assistant to the Bishop, Dr. Harold Loyd, whom we had known and entertained in our home when he was the associate minister of our church. Perhaps the initial ingredients for a match had been sown several years before through our acquaintance with these two committee members. (The other members were, in addition to Loyd and Pitcher, William Bennett, Clifford C. Brown, Jack North, Charles M. Smith, and James K. White. Officers of the Board in attendance were Paul Allison, John Dickinson, and Hugh Henning.) About five weeks later, Loyd called to inform me that I was the first choice among the four candidates who had been interviewed, and to establish a second meeting. The timing was once

more fortunate, for I was departing for Tokyo the following day.

Consequently, we met with the committee for a second time on January 3, 1968, at the home of Paul Allison, then president of the Board of Trustees. The committee extended an offer which we accepted, although I had no written appointment terms until I was on the job seven months later. Mutual trust and confidence worked in those days, as it did throughout my relationship with the Board officers.

Ten days later, we met with our predecessors, Lloyd and Martha Bertholf, who were most cooperative and helpful in assisting with the transition. (I subsequently prevailed on Lloyd, because of his good relations with the Central Illinois Conference of the United Methodist Church, to complete the revision of the University's charter and by-laws to eliminate total control of the University by the church, which had become anachronistic. The revision also reduced the size of the Board from forty-eight to thirty-nine members.) Meetings with the faculty committee followed—Carl Neumeyer, chairman (music), Bunyan Andrew (history), Wendell Hess (chemistry), Rupert Kilgore (art), and Doris Meyers (philosophy)—and subsequently, students—Jim Dorsey, Beth Glosser, Durry Monsma, and Trudi Rippe, all seniors.

I was duly elected by the Board of Trustees on February 13, and the whole process went public. We regretted leaving Caterpillar and Peoria because of our long relationships; many friends and business associates were gracious and interested in the venture we were about to undertake. A busy spring and early summer followed, and we were too close to Bloomington to ignore requests from there. My immediate responsibility at Caterpillar was to assist the company in an attempted acquisition of Chicago Pneumatic. I spoke to the Wesleyan



Quadrangle landing 1968

faculty at their March meeting, made a helicopter visit directly onto the Quadrangle under the auspices of the *Peoria Journal Star*, and talked and responded to questions at a student reception.

Although I had direct knowledge of the Berkeley Free Speech Movement in 1964 and the revolutionary content of the Students for a Democratic Society (SDS) Port Huron statement of 1962, I was not prepared for the strike at Columbia University in April 1968 or the riots at the Democratic Party convention in Chicago that summer. When attempting to find my replacement at Caterpillar, I called a faculty friend at Columbia and was amazed to find him under his desk in Fayerweather Hall, dodging the brickbats flying through the window! Nell confessed later that there were many nights during our first two years when she wondered what we were doing here and why we had left the comfortable precincts of corporate America.

Although the initial years were difficult, our reasons for coming to Illinois Wesleyan were clear. I had long been interested in higher education and liberal arts colleges in particular because of their exemplary record in preparing people for leadership positions. Their performance is enhanced by a close relationship between faculty and students in a teaching environment. Wesleyan's commitment to the fine arts and the existence of pre-professional programs in business, nursing, and teaching as well as the liberal arts were compatible with my educational interests and philosophy.

My background matched the institution in some important respects. Both sides of my family had lived in Central Illinois for four generations, and all of my years had been spent in the Midwest except for World War II and graduate school. My paternal grandfather had been a life-long minister in the Central Illinois Conference, serving pastorates in nine locations. He was also a graduate of Hedding College, which was folded into Illinois Wesleyan. My uncle and mentor, Wayne Eckley, who taught nuclear engineering for many years at the U.S. Naval Academy, was a 1927 Wesleyan graduate in mathematics and physics.

I was cognizant of the fact that an individual could have a significant impact on a small institution, while few leaders of large organizations have an opportunity to turn them more than a few degrees. Centrally located in the Midwest, Wesleyan was a good institution capable of being a distinguished one. Two of the key requirements would be to increase its academic and financial strength, something I thought I knew how to do.



Nell

THE ENVIRONMENT OF HIGHER EDUCATION: 1968-1970

"In such a state of society, the master fears and flatters his scholars, and the scholars despise their masters and tutors...; old men condescend to the young and are full of pleasantry and gaiety; they are loath to be thought morose and authoritative, and therefore they adopt the manners of the young."

Plato, *The Republic*

Ten years after 1968, an ABC television retrospective characterized the events in that year as "a crack in time." In a twenty-year review by *Time*, 1968 was described as "a knife blade that severed past from future." Early in the year, the Tet offensive was launched by the Viet Cong, followed on March 31 by President Lyndon Johnson's announcement that "I shall not seek, and I will not accept, the nomination of my party as President." Four days later, Martin Luther King was assassinated in Memphis leading to violence in 126 cities. Students occupied five key Columbia University buildings that same month. With the murder of Bobby Kennedy in early June, we learned that the killing had not ended; perhaps the disintegration of society as we had known it was

accelerating. Whatever the combination of events that gained momentum as the 1960s careened along—the civil rights movement, dissatisfaction over Vietnam, moral redefinitions—they had their most poignant effect on the young. These events are critical to any understanding of the story of colleges and universities during this time.

I had scarcely occupied the office overlooking the Illinois Wesleyan Quadrangle when Soviet tanks rolled into Prague and the riots occurred at the Democratic convention in Chicago. Totalitarian repression and uncontrolled democracy are unpleasant spectacles, even if they stem from different causes. But the one was close by, in a familiar city, whether its catch-phrase was "the whole world is watching" or in retrospect, "no one was killed." The closeness, mentally as well as geographic proximity, was emphasized in the com-

mander of the Illinois National Guard. Brigadier General Richard T. Dunn, the senior partner of the law firm handling the University's work, led the troops backing up the Chicago police force.



"On your mark" 1968

In the fall of 1968 we elected our first president by a minority vote since Wilson in 1912, although the white backlash expressed in the 13.5 percent of the votes cast for George Wallace could scarcely be called a groundswell. I spoke to community Thanksgiving services both in Normal and Bloomington under the title “This Unhappy and Discouraged Country” from a line in a London *Economist* article. All of the shocking events set out above were enumerated. My text was from Isaiah, including the opening line, “Sons have I reared and brought up but they have rebelled against me.” Although it ended with some words of hope, the talk was my assessment of what had gone wrong and the major problems we faced as a people.

Student unrest across the country continued to build. A year after the upheaval at Columbia, Harvard was immobilized by a student strike. A gradually widening circle of institutions was involved—as many as a third of the total—including most major universities.

By 1970 the disruptions were taking on a meaner and hardened look. The militant faction of the SDS, the Weathermen, included the son of the chairman of Commonwealth Edison in Chicago and Diana Oughton, daughter of a Central Illinois banker and member of the state legislature. She was killed along with two others while making pipe bombs possibly intended for use at Columbia University. The invasion of Cambodia by U.S. forces began on April 30, and protests followed on most college and university campuses. Four students were killed and nine wounded when national guardsmen fired on a protest gathering at Kent State on May 4. Ten days later at Jackson State in Mississippi, police shooting in an incident apparently unrelated to the war wounded nine and killed two students. That May marked the peak of campus violence. From that time, the tempo of discord receded, gradually at first, but clearly following the withdrawal of U.S. forces from Vietnam.

Adaptation to change is never easy, particularly for institutions with as many traditions as universities. In the summer of 1969, my invited *Argus* editorial began as follows:

“There are times when the forces that tear society into factions appear stronger than the common ties that bind people together. This was most evident and critical in America in the years leading up to the Civil War. Recently we have awakened both here and abroad to a new tension, new at least in its ferocity, between students and the institutions established for their intellectual nurture, between youth and age, between demands for radical change and more gradual evolution.”

I then tried to suggest some ways for us to find greater unity. In 1970, I wrote:

“This is clearly not 1932, nor is it 1860, but the social upheaval of the sixties, particularly among the young, suggests that we have launched an extensive reexamination of traditional American values not unlike those earlier periods of crisis and renewal.... We have the opportunity to participate together in a critical period of change...”

THE EARLY YEARS

*"Things fall apart; the center cannot hold;
Mere anarchy is loosed upon the world,..."*

The Second Coming, W.B. Yeats, 1921.

William Butler Yeats' lines were written for another cataclysm at another time, but they were much quoted in the late 1960s. They only seemed to apply then, as we later learned. The difficulties of youth and higher education were extensive, although they were less in smaller institutions than in larger ones where identities were more ambiguous and more subject to cliché. Where people know one another, there is an increased measure of civility. Nevertheless, we had our tense moments and days, as almost all institutions did.

My initial difficulties were much more mundane, more earthbound concerns. A budgetary deficit of \$90,000 had been indicated the previous spring for my first year, but soon after my arrival on the campus it became apparent that the shortfall would be almost twice that large, approaching 4 percent of the operating budget. Although not intended by the prior administration, several things had gone the wrong way. These included an earlier than necessary cut-off in admission acceptances resulting from excessive apprehension about housing availability by the person responsible and the hiring of five additional faculty members. Nonetheless, it was embarrassing and perplexing to be faced with the immediate need for belt tightening.

This was further exacerbated by commitments to build a dormitory, an observatory, and a president's house. In addition, there was the need for an early beginning on a fine arts complex, for which a federal grant was in hand but the bulk of the financing was yet to be arranged. On September 16, the four officers of the Board met with me at breakfast to explain that we should lend the Phi Gamma Delta chapter a quarter of a million dollars at 5 percent interest to build a new house, as had been done for the Tau Kappa Epsilon chapter three years before. One of them was a TKE alumnus, so it was embarrassing to deny equal treatment. I resisted by pointing out that: (1) we were building a sizeable commitment exceeding any reasonable expectation of funds becoming available, thus taxing our already meager endowment, (2) other applicants were waiting in the wings and would expect similar assistance, and (3) interest rates were then half again as high as the suggested rate, rendering the project infeasible with the revenue the chapter could charge. A few moments of awkward silence followed. Then Hugh Henning, the Treasurer, said he agreed with me, and the others came around one by one. Previously I had banked some goodwill by turning down the first architectural plans for the new president's house, thereby postponing the project and saving a third of the cost.

Fortunately, an austere spending policy, a strong upturn in current gifts, and several favorable developments in endowment income enabled the University to end up in the black for the year, something we thought might require two

years or more to attain. Thereafter, we were able to achieve current revenues in excess of expenditures during the remainder of my tenure, despite at least two more periods of necessary austerity—a goal important for a college seeking improvement and starting with too small an endowment.

A second terrestrial problem surfaced even before I had an opportunity to assume office. I had arranged to spend some time with Lloyd Bertholf to obtain his advice and briefing on three occasions before taking over responsibility on August 1. These meetings turned into all-day sessions, and after one of them I was accosted by the Student Center manager waiting at the end of the day beneath a tree on the Quadrangle. He could not get along with the food service manager and asked that I choose between one or the other. After checking with the business manager, Phil Kasch, and finding that there were no good alternatives, I accommodated him by terminating his position. A few months later the food service manager resigned, and we contracted with Saga to operate the food service, a happy decision despite occasional and predictable student complaints.

I was soon made aware of other personnel difficulties in the form of faculty fights or extreme incompatibilities in four liberal arts departments—English, mathematics, philosophy, and speech. Key personnel also were unable to get along in the registrar's office. In each of these instances, a change in leadership ultimately had to be made, but hours were consumed in assessing the difficulties and attempting reconciliations.

More important to the future of the University, academic deficiencies existed, perhaps partially reflected in these controversies. Problems had been identified in the Liberal Arts College by the North Central Association visiting team in 1967, but not spelled out in much detail. Reaccreditation had been granted for five years rather than ten, and the University was asked to work with a North Central consultant in the interim. A rather strong recommendation was made to add a Dean of Liberal Arts, and a search was initiated. It should be added that Lloyd Bertholf did not agree with all of North Central's criticisms, and it is my firm conviction after reviewing Wesleyan's history that he had done much to improve its academic quality from where he found it in 1958.

Another North Central team recommendation was that a set of faculty by-laws or a constitution be adopted to regularize faculty responsibilities. I appointed a committee for this task in 1968, and the document was adopted by the faculty in early 1970.

We had a large number of faculty replacements to make in 1969, and I was determined that we should use each opening to upgrade qualifications as much as possible. I was shocked to learn that not all department heads and faculty leaders concurred with this approach, and I soon appreciated that young, eager talent could be threatening. I pressed on and for this reason made recruiting trips personally to several universities—Chicago, Illinois, Indiana, Michigan, Michigan State, and Northwestern in my first two years. I believe that the establishment of new and higher standards for faculty recruiting was helpful, yet there were isolated pockets of resistance to improvement which continued to frustrate me through the years.

The Argus ran a five-part series on black students at Illinois Wesleyan beginning in late September 1968. Articles were written by a faculty member, two black students, the admission director, and a sorority member. Shortly after it was completed, the Black Students' Association (BSA) came to see me and presented "demands" for 10 percent black faculty and staff by the following September. They also insisted that candidates be interviewed by the BSA. Since there were no black faculty or administrative staff the issue was valid. However, we had a representative number for the area labor force among our clerical and maintenance employees. The Student Senate endorsed the proposal by a surprisingly close vote of 25 to 22, indicating both a recognition of the unlikely possibility of hiring twelve black faculty in a year and the opposition to black demands particularly among fraternity and sorority representatives. I responded by pledging extra efforts and offering to meet periodically to discuss the situation. Shortly afterward, I met with the entire black student group and we had a lengthy and frank discussion. Subsequently, I established a Black Student Concerns committee and met with their leaders several times each year.

A more difficult situation arose in the fall of 1969. Fred Hampton, chairman of the Illinois Black Panther Party, spoke in the Main Lounge on October 29. Little more than a month later, he and another young man from Peoria, whom I had met, were killed in a shoot-out by the Chicago police when they were asleep in their beds. Angry and frustrated, our black students went to the flagpole and lowered the flag in mourning. The security director asked them to raise the flag, which they refused to do. Somehow, the Bloomington police heard there was a confrontation underway and came to the campus. The security director was able to get them to leave by assuring them that we had no serious problem.

Several hours later, however, a considerable crowd gathered, and it looked like a confrontation was developing. I called the four coaches, who knew the huskier men, and asked them to talk with the white students and urge them to let the black students keep the flag at half staff. They were successful and a confrontation was averted. The incident ended with an amusing twist. As darkness approached in late afternoon on one of the shortest days of the year, Mrs. Louise Whitehall, secretary to the academic dean and a large woman nearing retirement age, marched out and removed the flag. The few students still milling around the flagpole were too astonished to offer any opposition. She folded it carefully in appropriate military, three-cornered style and brought it to my office.

The ups and downs of college life during this period can be illustrated by the events of the inaugural week which ended on March 22, 1969. Our first candidate for dean of the Liberal Arts College was interviewed on Monday. He was a major university department head who seemed able to me, but he was rejected by faculty interviewers on the basis that he was too authoritarian. Late that afternoon, the astronaut Frank Borman piloted his own jet into Bloomington. He was to receive an honorary degree at the Founders' Convocation the following day. He generated more interest and excitement than any other visitor to



Apollo 8 Commander laying Observatory cornerstone. Mrs. Mark Evans and Congressman Les Arends left and right of Borman.

the campus during my years at Wesleyan. Our principal speaker at the convocation was William Arrowsmith, an Oxford-trained classics professor from the University of Texas and an Aristophanes translator from the ancient Greek. Although he was a capable speaker and teacher, he came rather unprepared with an inch of notes which he fumbled through as he pondered the plight and fate of higher education. His message was somber. Borman took the opportunity afforded in acknowledging his degree to challenge Arrowsmith in his assessment. For a man just returned from circling the moon, nothing was impossible. It was a classic clash of cultures—the contemplative humanities professor versus the active scientist-engineer. Borman captivated the audience and the campus.

The same day Andrew Young met with students under the sponsorship of the Religious Activities Commission. More ominous, the next night a group of 200 Wesleyan students joined a larger group from Illinois State University and marched to the courthouse. There was no singular, identifiable motivating cause—there had been panty raids, women's hours protests, and the weather was warm. They were met at the courthouse by sheriff's deputies and state police equipped with helmets and bludgeons. Fortunately, the students turned back and the incident ended. Meanwhile, the festivities of the week continued to unfold with composer Iain Hamilton appearing for the Symposium on Contemporary Music, a drama production of "The Royal Hunt of the Sun," and a Terrapin Water Show. William Blackie, chairman of Caterpillar, made felicitous remarks as principal speaker at the inaugural—it was customary in academia for the head of the former institution or alma mater of the new president to make a ceremonial statement, so we adapted. The preparatory committee

had done its work well, and it was a good day for Wesleyan, although I had the feeling that the Student Senate, bedecked in academic regalia, might have been bewildered by it all. Immediately after the courthouse march, we held a series of meetings between law enforcement and University officials, including student leaders and Illinois State University personnel. These discussions proved to be timely and helpful, I think, in defusing tensions and improving understanding, because initial contacts with city officials indicated that attitudes were hardening fast. I cannot say what we prevented, but the fact that we had no serious confrontations is a testimony to the usefulness of our efforts. The University's legal counsel, William Goebel, offered unremitting support throughout these events, far more than his fees ever covered.

As mentioned earlier, attitudes became more intense the next year. The day after the Kent State killings on May 4 the flag was lowered in their honor and a coffin was placed at the foot of the flagpole, into which students placed flowers. The chapel service on Wednesday was transformed into a memorial service. A forum on Kent State and Southeast Asia was organized on Friday evening May 8 by the Student Senate and a long list of students and faculty spoke. German hostilities had ended almost at that hour twenty-five years earlier, and I recalled how a German submarine surfaced four days later immediately in front of the convoy my Navy vessel was escorting toward Gibraltar. British destroyers pounced on it—one of the forty-nine U-boats still at sea when the war ended. Each generation has its own war and vital concerns.

The following Monday, I flew to Dallas to participate in a committee of the Division of Higher Education of the United Methodist Church in an effort to organize support for its one hundred colleges and universities. Not long after



Student reception 1968

midnight on May 12, my wife called to tell me that Presser Hall was in flames. My family watched from our home across the street. If there was a darkest day in my Wesleyan years, this is the most likely candidate. We were struggling against odds to move forward and there was clear evidence of arson. More than two years passed before three juveniles from Bloomington-Normal confessed to the crime, and another two years passed before they were indicted and brought to trial. The confession was recanted by the leader and he was acquitted by a jury. Damage to the building was extensive; two separate fires had been started, but most of the cost of repair was covered by insurance.

Two other issues came up that spring. One faded as time passed—the Student Senate leadership wanted to invite William Kunstler, defense attorney for the Chicago Seven, to the campus. The defendants had been charged with incitement to riot during the 1968 Democratic National Convention in Chicago. The trial had recently concluded. There was much discussion, including trustees as well as other constituencies. Freedom of speech finally prevailed, and Kunstler sent his assistant, Leonard Weinglass, in his place. It was mostly a non-event; he spoke before 150 people in the Fieldhouse on May 22. The second event involved dissatisfaction with Governor Richard C. Ogilvie as Commencement speaker, again by a cadre of student leaders. As the former sheriff of Cook County, he was viewed as law and order with the National Guard at his disposal, and he had instigated the imposition of an unpopular state income tax. Students also complained that the graduating class was not consulted before inviting him, which was true. Various changes were proposed for their Commencement, some of which we incorporated. However, many could not be included because it was an unrehearsed event involving, for us, a large number of people. Finally, we decided to offer a ballot to seniors. They could have a largely traditional Commencement ceremony, or it could be cancelled and we would mail the diplomas to their homes. There were complaints, but slowly opinions mellowed. As the date approached, there were mumblings that marshmallows would be thrown at the Governor or some kind of demonstration created. I communicated the situation to the Governor. At the ceremony, a number of students wore peace symbols on their robes. As we prepared for the procession, I commented to the Governor that I thought not more than twenty-five wore the symbols. One of his security men overheard the remark and stated, “There are thirty-two.”

Gradually, a sense of direction developed for the University and we began to move forward, but it seemed like a glacial pace at first. After weighing evaluations from several responsible advisers, I decided in April 1969 that we should seek new academic leadership. Accordingly, the search for a liberal arts dean was converted into one for dean of the university. John L. Clark of Sonoma State University in California accepted our offer in January 1970 and arrived in Bloomington that summer. He was educated at Wisconsin and Stanford and had a background in both English and drama. He was able, urbane, and pleasant—an excellent choice to move us ahead academically. The new faculty constitution adopted in February became effective upon his arrival following the first faculty elections in the spring. A further major leadership change also

occurred in May 1970 when Paul Allison, president of the Board of Trustees, requested a "sabbatical" after eight years of service. He was replaced by Clifford E. Schneider, a 1939 alumnus and Peoria attorney. A man of judicious instincts, and a neighbor of mine in Peoria (although I did not know him well then), he served for the next sixteen years. Since he was largely my choice, I felt fortunate and rewarded by his dedication and leadership.

At the first trustee meeting in 1970, I announced a "Year of Re-evaluation" for the University. It was suggested by our development consultant, John A. Bolinger, and consisted of an effort to get as many of our constituents as possible involved in formulating future plans—faculty, students, alumni, the United Methodist clergy, community leaders, and trustees. I had begun my first fall faculty conference address in 1968 with the quotation, "‘Snorri,’ according to one of the old Icelandic sagas, ‘was the wisest man in Iceland who had not the gift of foresight’....If we do not make every effort to foresee the direction of things to come, we shall suffer the consequences of reliving the mistakes of history." We established visiting committees for the Liberal Arts College, fine arts, and athletics in addition to the science advisory and nursing school committees, which already existed. They met with students, faculty, and alumni, toured facilities, and issued recommendations. Edward B. Rust, president of State Farm Insurance Companies, who became a trustee early in 1970, was chairman of the Liberal Arts College committee and summarized the recommendations a year later. Chief among these were the following: (1) construct the fine arts complex, (2) limit enrollment to the present level—1650 full-time undergraduates, (3) eliminate older curricular programs as new ones are instituted, and (4) double the endowment and gift income. These became the goals for our Ten Million Dollar Program, which started informally in 1971.

We applied for a College Science Improvement Program (COSIP) grant from the National Science Foundation in the spring of 1970 and received notification of approval in October for a three year \$147,000 grant. Dr. Wendell W. Hess, chairman of the chemistry department, coordinated the application and became the project director. It provided a needed stimulus to the science departments.

Next, we succeeded in obtaining funding for the fine arts project, which consisted of new art and music buildings and the complete renovation of the existing music building, Presser Hall, which had been completed in 1930. I had called on Foster G. McGaw, chairman of American Hospital Supply Corp., twice during 1969 with the help of an alumnus, J. Richard Hull, Class of 1955, then a junior officer of the company. Two of our development staff, Lee W. Short, the director, and James F. Ridenour, were alert to the potential and assisted in drafting a proposal to McGaw. President Merrill J. Holmes had helped years before by awarding McGaw his first honorary degree in 1953. McGaw responded to the proposal letter by calling me in January 1971 when I was seeking funds from other prospects in Los Angeles. My secretary had me paged at breakfast, and we made connection with the promise of a \$1.5 million estate note to assure funding for the \$3 million project. We immediately ran into difficulty arranging the financing. Costs had gone up since the original architect's estimate. A federal loan was no longer possible because the program had been

cancelled. Attempts to borrow from private sources encountered negative responses. I called McGaw to let him know why it was taking longer than anticipated to get the financing arranged. He said, "Son, how much do you need?" I quickly responded that if his note assured us of an ultimate \$2 million, I was certain we could put the financing together. That is how his gift rose by half a million dollars—a president's dream became reality. We finally arranged a private loan that spring, obtained bids within the estimates on July 29, and had a ground breaking September 2. After three years, we were clearly moving ahead.

Chapter 2

Students

"I remember my youth and the feeling that will never come back any more—the feeling that I could last forever, outlast the sea, the earth, and all men; the deceitful feeling that lures us on to joys, to perils, to love, to vain effort—to death; the triumphant conviction of strength, the heat of life in the handful of dust, the glow in the heart..."

Joseph Conrad, "Youth"

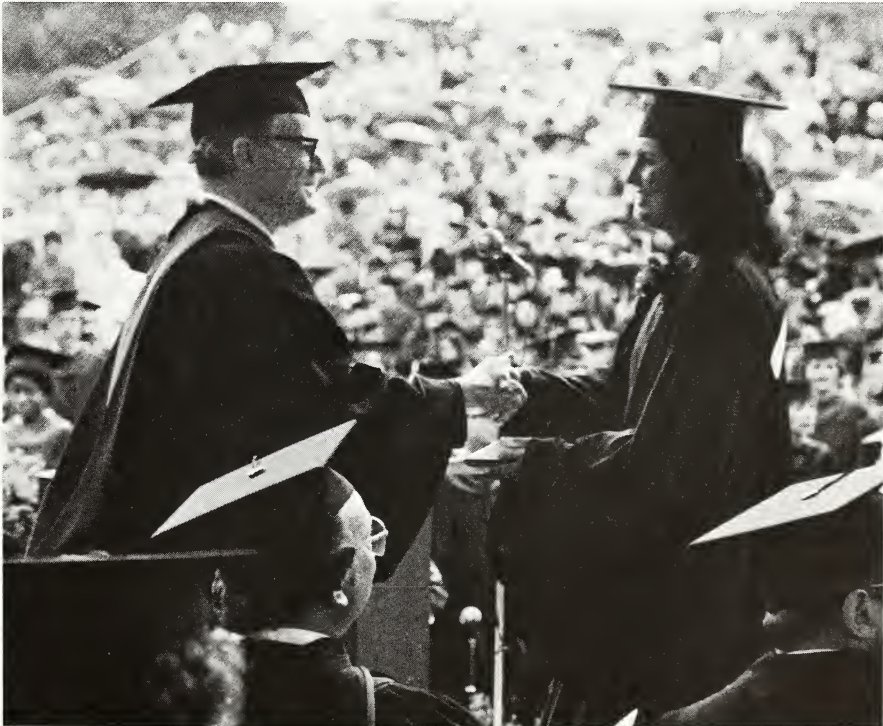
It is hard to overemphasize the fine qualities of Illinois Wesleyan students, although that bald statement appears both simplistic and self-serving. Actually, this largely self-selected group contained most of the population elements that make American society what it is. In the Midwest, and in Illinois in particular, the various waves of immigration were represented and intermixed, the strains of various European forbears alongside African Americans and small numbers of Asian Americans and Hispanics. Representations of the best of these are found in a small university, along with their aspirations and ambitions, not quite held in check by a civility not fully mastered. They were not always as "decent and docile" as an overused description by a faculty phrase-maker implied, but they were an inspiring and invigorating group.

Colleges and universities exist primarily to serve students in the learning process. In small institutions such as Wesleyan, the teaching function is clearly paramount within the tripartite responsibilities of teaching and learning, scholarly research or advancement of knowledge, and community service. Whatever we could do to enhance the learning environment, to contribute to the academic progress of students, to aid in their maturation, and to minimize the chances for failure or personal trauma, would, in my estimation, best serve the students who came to Illinois Wesleyan for their undergraduate studies. This belief and commitment guided much that I did at the University.

More than 11,000 students were in attendance during my eighteen years at Wesleyan. Sixty-four percent of those leaving obtained degrees—almost one for each of the 6,574 days I spent there, and we were able to improve on that percentage through the years. The overwhelming number were in the traditional eighteen to twenty-two age group, and they were both Illinois and Wesleyan (Methodist), but they were becoming less so.

One enduring characteristic of the student body was the number of students from rural and small town backgrounds in Central Illinois, in contrast to more than a third from the Chicago area. That one Presidential Scholar would be from a small town fifty miles from Bloomington is illustrative if not entirely typical. She graduated in a class of nineteen from a high school that offered no foreign language study, so she had taken Latin by correspondence. Her writing was good enough to qualify her for a freshman seminar, and she was sufficiently proficient in mathematics to begin with calculus. I am sure she occasionally struggled in competition with students from more extensive backgrounds, but when she completed her work at Wesleyan, she was admitted to an out-of-state medical school.

The United Methodist influence was waning in my years at Illinois Wesleyan—from 40 percent of student religious backgrounds to 22 percent. The reasons were essentially two-fold. There was a sharp decline in Sunday



One of the 6376 graduates, 1969-86 — Commencement 1980

School attendance within the Methodist churches, and youth groups became less active and numerous. This was also associated with a diminution in the hold of all denominations on maturing children as the youth rebellion played itself out. The second factor was the rising enrollment of Roman Catholic students following the conclusion of the Vatican II ecumenical council of 1962-65, which released many students to a wider horizon of college choices as upward mobility also occurred. Chicago was the largest Catholic diocese in the United States, and the Catholic proportion of students rose from less than a tenth to more than a quarter. Other mainline Protestant denominations collectively held their one-third share, although the Lutherans and Disciples gained while the Presbyterians and Episcopalians decreased.

Enrollment was remarkably constant. We worked diligently toward the goal of 1650 full-time students, plus or minus two percent. From the time that target was established in 1970, enrollment averaged 1649. There were a couple of scares, one in the mid-1970s and another in the early 1980s as college-age population declined, but we were able to counteract them with positive measures. Fortunately, this was achieved while at the same time improving the quality of the student body, which was already high.

My tenure at Wesleyan coincided with the college impact of the baby-boom generation. Born from 1946 to 1964, the first ones arrived at college in 1964. Most collegians were baby boomers by 1968 when I arrived, and the last ones were leaving by 1986. My own children fell into the middle of the group. The arrival of the baby boomers coincided with vast changes in social mores. They are a very diverse group, and generalizations about them are accordingly suspect. One thing is clear, the rapid rise in the college attendance rate was largely accomplished by the time the baby boomers arrived, which greatly enlarged their impact on higher education enrollment once they were there. The fact that their arrival in college roughly coincided with the civil rights movement, objection to the Vietnam involvement, and other social changes, leads many to ascribe these changes to the baby boomers. This is not necessarily the case.

The Wesleyan students with whom I was associated in varying ways and degrees were at times serious and whimsical, disappointed and angry, happy and pensive. They acted and played with determination, dissected their fetal pigs and measured their precipitates, or ran their chariot races and wrote their essays. They were pinned and engaged, affiliated or independent, graduated or dropped out. Mostly, they studied, persevered, and were successful.

ENROLLMENT MANAGEMENT

"The said university...shall be open to all denominations...and the profession of any particular religious faith shall not be required of those who become students. All persons, however, may be suspended or expelled from said

institution whose habits are idle or vicious, or whose moral character is bad."

Charter, Illinois Wesleyan University

Approved 1853, Illinois General Assembly

My first responsibility regarding enrollment was to deal with what I perceived to be unwise enrollment aspirations of the institution. When the Memorial Student Center was expanded in 1965, the food service area had been designed to handle 2,200 students and some thought that number was an appropriate target during the 1970s. That implied compounding the 3 percent annual average growth of the institution through the decade that ended in 1968 for another ten years. The trouble was that if we had food service capacity for a student body larger than 1650, we had little else required for continued expansion. College enrollment growth, which had been rapid in the 1950s and 1960s, was slowing. We would face early bottlenecks in science laboratories, faculty size, and even library facilities despite a new library built in 1968, in addition to immediate dormitory shortages. Any increase in enrollment without commensurate gains in endowment would threaten to dilute endowment per student and faculty, and we already faced substantial capital fund needs for a fine arts center and other requirements. Consequently, I submitted the question for consideration to the Visiting Committee on the Liberal Arts College chaired by Edward B. Rust in 1970. They recommended holding enrollment at the existing level of approximately 1650, and that number was enthusiastically endorsed by the Board of Trustees and by others. That decision, made and favorably accepted, uncomplicated many aspects of Wesleyan's existence for the next sixteen years.

As emphasized above, Illinois Wesleyan had always been heavily Illinois and Wesleyan in student origin, although the Methodist element shrank considerably during the 1970s and 1980s. Illinois continued to be the source of most students and the reasons were simple but not well understood by many close to the University. First, Bloomington is located in the center of the state with the nearest state line at Indiana, some one hundred miles away. Most American college students—almost nine out of ten—attend college within their home state. Indiana has two well-known, low-tuition state universities, Purdue and Indiana University, located in the western part of the state. In addition, it has a popular Methodist institution—DePauw—similarly situated. Second, as college attendance became increasingly dependent on state student financial assistance, student bodies became more insular within the home state, because most state aid was limited to institutions within the state. Insofar as national attendance patterns can be said to exist, they are limited to fewer than a hundred prestige colleges and universities at the undergraduate level. As eastern states provided more public institutions to accommodate their own students, attendance at midwestern institutions declined, in some cases precipitously. Eastern attendance at Illinois Wesleyan peaked in 1967-68 at less than 10 percent and then fell rapidly.

Admission and Financial Aid

I started calling for a Midwest regional attendance strategy early in the 1970s, but out-of-state enrollment fell to only a few percent in the mid-1970s before increasing, first in the four contiguous states. By the mid-1980s, we had broadened our admission efforts to include ten metropolitan areas in eight states within a five-hundred-mile radius. This evolution resulted from a concerted discussion of alternatives to counteract the effects of a decline in the eighteen-year-old population through the 1980s and included the formation of an admission research group.

We devised a three-fold strategy including, as I stated in the 1982-83 annual report, "(1) better admission procedures, (2) targeting a wider area in the Midwest, and (3) improved retention" of enrolled students. We reasoned that with achievable success in each of these directions, it would be possible to offset the anticipated decline in the college age population. That proved to be the case. From the faculty open houses in October and February each year to the orientation sessions for entering students in the summer, we tried to perfect the process and fielded our first team to meet prospective students and parents. (I do not recall missing any of these meetings in my eighteen years). We removed the application fee and tried to simplify the bureaucratic financial aid process to reduce the number who did not consider Wesleyan because the "sticker price" (tuition) seemed high without actually finding out what the cost differential might be with financial aid in the picture. By the mid-1980s we were attracting almost twice as many students from the four contiguous Midwestern states than ever before. And gradually, attrition was reduced and retention improved as attention was focused on the needs of students once enrolled.

The stabilization of enrollment around 1650 enabled us to concentrate on qualitative improvement of the student body. Test scores of entering freshmen rose marginally yet significantly from the period 1970-72 to the period 1984-86 from an average 23.2 to 24.5 on the American College Test, which most of our entering students had taken. The class admitted in 1986 had the highest qualifications of any prior class on record at Illinois Wesleyan. Our students were firmly in the middle of the top third of college students with these test scores, or at the 82-84 percentile ranking. Average rank in high school class was similar. Some of the improvement came from changes in admission standards. The more significant part of the improvement came, I suspect, from the delivery of subtle messages to prospective students through admission counseling and literature emphasizing academic achievement at Wesleyan. Most students are self-selected in America, inasmuch as most are accepted by the college to which they apply. I was concerned that Illinois Wesleyan not become identified as an elitist institution, but there was ample room to improve our academic performance without fear of excessive exclusion. The movement toward academic improvement automatically aided our retention effort by eliminating some of the more likely failures in the admission stage. Our policy emphasized that a



Visiting with students 1983

student not having a better than fifty-fifty probability of graduating should not be admitted.

On my tenth anniversary as president in 1978, the trustees handed me a vehicle to better understand the quality of students through the creation of the Presidential Scholars. We decided not to emphasize financial inducement, but rather to honor one percent of entering freshmen with the designation. During my last nine years at Wesleyan, one of the academic deans and I interviewed roughly thirty students per year, and we selected forty-five students as Presidential Scholars. This was a highly promising group, but I soon learned that prior performance measures missed something in determining successful outcomes; ambition, perseverance, and social skills often more than compensate for raw academic ability. More than that, the interviews gave me another window on the student potential coming to Wesleyan, and I was impressed. It emphasized to me again that there are many avenues to success and many different types and combinations of ability. A significant portion of those attending Wesleyan have the capability of succeeding in some fashion in the world after Wesleyan, of contributing in a unique way to the needs for leadership and service.

Beginning in the early 1980s, we learned more about admission procedures and our prospective students through surveys of those entering, those accepted who did not attend, and those interested who did not apply. In particular, we learned who our competitive institutions were—about 125 each year among more than 2000 four-year institutions. We also learned why students chose Wesleyan or other institutions, and how their abilities corresponded with their decisions on the institution selected.

The University of Illinois (Urbana-Champaign) was clearly our leading competitive institution, a surprise to some who thought Illinois State University occupied that position. Carleton was similarly surprised to learn it competed more with the University of Minnesota than with any other institution, so we borrowed admission research ideas from their work. About two-thirds of the time, our competition was large universities. Most of the rest of the time, we competed with other liberal arts colleges. We learned we did not lose an abnormally large share of the brighter students, and also that those we did lose were of the same ability range as those who attended.

Although the Chicago area provided more than a third of Wesleyan's students, each year almost three-quarters of Illinois' 102 counties were represented in the student body. The total student body was drawn from more than 600 high schools; only 35 to 40 high schools sent eight or more students in any given year. This is an unusually large number of high school origins—but many produced only one student—which is related to the small town and rural origin of many students. Because of the ethnic, social, and economic diversity of Illinois, and the availability of financial aid from Wesleyan, our student body was a culturally diverse one, despite contentions to the contrary by those who did not bother to investigate.

The design of the academic offerings of the University, particularly the Fine Arts College and the School of Nursing, made Wesleyan somewhat more attractive in the aggregate to women than to men. This was intensified by the interest in career paths for men and the frequent emphasis on career-oriented majors at the large universities, our chief competitors. This became a concern in the early 1980s as male enrollment fell to the 41-43 percentile range. Two responses followed. One was to try to better identify career options stemming from a liberal arts background, which exist in abundance despite over-specialization which often occurs in the large institutions at the undergraduate level. The second was to broaden athletic opportunities by building a swimming pool and providing soccer as interest grew in that sport. The results followed my retirement: soccer became a varsity sport in 1986 and the swimming pool, because of construction problems, was not completed until early 1988.

James R. Ruoti became director of admission in 1969 and much of our success in admission flowed from his energy and follow-up in leading this responsibility. His remarkable recall of many of the thousands of students handled by his office through the years added a dimension to the personal concern for individuals we sought to cultivate among faculty and staff at Wesleyan. Ruoti's enthusiasm in speaking before prospective students was always fresh and original, despite his long tenure in his role.

One of the principal findings of a 1983 study, *College Choice in America* by Charles Manski and David Wise was that with "All else equal, students tend to prefer privately controlled four-year colleges to other" alternatives. How far an individual private college could go in gaining this advantage depended on the availability of financial aid. In 1962, prior to my arrival at Illinois Wesleyan, a policy of admitting students regardless of financial circumstances (a need-blind policy) had been adopted, but commitment to the policy was required for its

continuance. While the operating budget almost quadrupled in my years at Wesleyan, financial-aid spending rose to almost seven times its initial level to keep our doors open to all students regardless of family economic status. This was possible only because endowment income rose even faster. The financial aid office was exceptionally well managed during all my years by Lynn Nicholson, and our efforts in providing aid won surprised comments from both North Central Association visiting teams. Audits by state and federal reviewers were usually followed by plaudits on the accuracy and compliance with guidelines in program management. The determination and packaging of student aid is a complex process, as there were ten major sources to anticipate and coordinate. The details need not concern us here. Nevertheless, I soon learned its importance to institutional vitality and devised an *ad hoc* group of administrative staff to meet periodically and make decisions as necessary.

At any time, roughly two-thirds of our students qualified for aid on a needs assessment basis. To that proportion, the University added another seventh or eighth of the student body by granting academic and talent awards. Therefore, around four-fifths of all students received aid in some form when these awards were fully implemented by the late 1970s and early 1980s.

For the students receiving aid, the average total aid amounted to 60 percent of tuition, room and board charges. Grants were the largest form of assistance—60 percent of the total—and were provided by the University, the State of Illinois through its Scholarship Commission, and the federal government in two principal programs, one for low-income students and one for students in middle income families. There was a federal work-study program and jobs were also provided by the University—in total roughly half of students worked on the campus in the food service, residence halls, Career Education Center, library, grounds crew, offices and laboratories. Less than a tenth of aid was available through campus jobs.

Loans were available in several programs from the federal government, the largest being federally guaranteed loans administered through state governments. The University also administered its own loan funds, often offsetting fluctuations in other programs. Loans were about 30 percent of aid. Two periods of rapidly increasing institutional aid occurred. The first took place in the early 1970s when federal programs were being reassessed and the Walker administration froze the maximum level of state grants for four years. The second and more serious crisis occurred in the early 1980s when governmental grants to IWU students declined for three years. The University had to step in and make up the difference. A special infusion of endowment income amounting to \$200,000 was proposed and approved by the trustees to see us through the crisis in 1982-83.

Probably nothing was more important to Wesleyan's enrollment strength and student diversity than the admission policy of accepting students regardless of financial need. This policy has been followed for many years. Had the University not been in a strong financial position with modest operating surpluses, it could not have continued the practice of admitting all prospects regardless of financial circumstance. Contrary to general expectation, Illinois

Wesleyan had an economic and social profile more egalitarian than that of its large public rival, the University of Illinois.

A special comment about African-American and other minorities is important. Blacks had only token representation in the student body prior to the mid-1960s when active admission efforts were initiated. African Americans were 55 in number or 3.5 percent of the student body in 1968, and the share rose to more than 5 percent in the 1970s and early 1980s. After peaking at 95 students in 1981-83, African American enrollment fell in the mid-1980s, back to the level of 1968. We were primarily dependent on urban Chicago for a majority of our black students and as the Chicago Public Schools deteriorated, more problems were encountered in finding viable candidates, especially among black men. If the U.S. Secretary of Education's "worst in the nation" description of the Chicago schools was exaggerated, it identifies the problem we increasingly faced in admission. We carefully monitored black student progress and found that they were distributed in a random fashion throughout the curriculum and graduated at the same rate as all students. At the time of admission, they tended not to perform as well on standardized tests (which were alleged to be culturally biased against them), and they required more financial aid. We found that we could readily accommodate both needs. Black students qualified for professional and graduate schools at the same rate as all students or a little better. We felt particularly successful in 1975 when three black women were accepted into medical schools. The enrollment picture for African Americans changed adversely in 1985-86 as urban school problems intensified, somewhat later at Wesleyan than elsewhere.

Asian-American students began to increase in the 1980s as they did nationally. Hispanics were under-represented, again as in all institutions, although they were found among our Presidential Scholars. Jewish students were also underrepresented at Wesleyan, perhaps reflecting the institution's less-urban constituency and also avoidance of church-related colleges by this group.

Attrition and Retention

Attrition was abnormally low in the late 1960s because of student deferments from the draft, which created an unhealthy academic environment by including some who did not wish to be in college. The draft and the deferment of students did not end in 1970, but the system was in transition to random selection and large numbers of college students no longer needed to stay in college to avoid military service. Consequently, many who had been in college solely to avoid the draft dropped out. Attrition at Illinois Wesleyan—those enrolled one year who did not graduate or return the next—jumped to almost 20 percent in 1970. This figure got our attention. Probably because of the unusual Vietnam War circumstances of the late 1960s, attrition had not been studied in about a decade. While our graduation rate had improved in that interval, the situation required major examination. We undertook a comprehensive and continuing effort to reduce attrition and improve retention. The rate remained high in 1971

as the draft continued to recede, and thereafter our attrition rate fell sharply and improvement continued slowly but perceptively through the remainder of my years as president.

The initial steps to address the problem of attrition and retention included designating the registrar, James R. Barbour, as gatekeeper. He held exit interviews to understand so far as possible the reasons for leaving the University. Ultimately, he and the Dean of Students, Glenn Swichtenberg, spearheaded the retention effort with substantial input from the faculty. We tried over the years to make it a University-wide undertaking. Focus was placed on research into various groups of students most vulnerable to attrition. One fact that emerged was that finance or financial aid explanations for leaving were seldom the basic cause of attrition. They were reasons viewed as acceptable by students. Academic problems were fairly endemic to those who left along with a failure to establish ties to other people and activities. Once we better understood the reasons for students' leaving, the attention began to shift to appropriate techniques of intervention, which were more elusive.

A pre-major advisory committee of faculty members was established which devised an Advisory Handbook in 1975 followed by periodic revisions. Pre-major advisory assignment was made insofar as possible from among a student's first instructors as well as within the discipline they were likely to study. One group we found success in helping that also reduced attrition was the undecided majors, students casting about for a field of study compatible with their interests and abilities. Students disappointed in one major, looking for another, were particularly vulnerable to attrition. The Career Education Center was especially helpful in working with these students, in designing programs to help them feel comfortable with their undecided or exploratory status and to get on with the job of defining themselves. Greater familiarity with career possibilities and options obviously can help students feel more confident in the connections between college and work.

Anne Meierhofer initiated the Career Planning Office when she stepped out of the Dean of Students role in 1969. She spent her last five years before retirement in this function, which had existed as a placement office sometime before. In 1977, we were able to broaden it into a Career Education Center under initial funding from the Kellogg Foundation. Kate Romani evolved the concept from her business background with the Chase Manhattan Bank. Perhaps the most helpful innovation was the use of student para-professionals to expand the outreach of the Center into various disciplines and campus housing units. They did not threaten other students as staff or faculty did and could more readily contact them and involve them in needed activities. Other innovations implemented by the Center included an effort to connect student employment with career aspirations where it was possible. Beginning in 1979, Alumni Career Day was held in conjunction with Homecoming, which brought students in contact with alumni five to ten years after graduation.

Another action that helped reduce attrition was the beginning of the Academic Skills Center in 1983. It combined remedial and developmental work in reading, writing, mathematics and oral communication under faculty guid-

ance with staff and student assistants. Initially, it was open twenty-four hours a week and served as a collecting and reference point for those requiring or wishing assistance. Other smaller actions may have contributed, such as encouraging faculty of freshmen classes to return some graded feedback to students within the first two to three weeks in the fall so that problems could be addressed before they became critical.

I became concerned about the lack of familiarity many of our faculty appeared to have about the nature of the high schools from which we drew students. Some admitted to not having been in a high school in more than twenty-five years. To remedy this situation, we organized visits to Chicago suburban high schools for about a third of our faculty in 1976. Our interest could not have gone unnoticed by the schools involved. Later in the 1980s, we devised visits to high school classrooms primarily by science, mathematics and computer science, English, and foreign language faculty to hopefully provide for a two-way exchange. The high schools were carefully chosen to be important feeder schools for Wesleyan and at the same time to represent six types of schools from which we drew students: integrated small city, Chicago suburban, Chicago inner-city, downstate suburban, parochial, and small township high schools. The program operated my last two years at Wesleyan. We had some successes, but there were problems where adequate preparation had not been carried out with the high school faculty involved. We needed more staff input, something that might have been available had we been successful in finding foundation support. I thought the concept had potential for improving the articulation between high school and college.

The retention effort slowly bore fruit as we were able to learn steps to overcome the many ways students can stumble on their way through college. I thought we ought to strive to improve the student success rate, aiming, as I told the faculty in 1983, for a 70 percent graduation rate, possibly even the 80 percent rate we achieved with our academic and talent award winners. Late in the 1970s, Jim Barbour was expressing the view that it would be very difficult to reduce attrition from year to year below 10 percent. He was pleased to tell me the year I retired that it had been reduced to 8 percent.

STUDENT LIFE IN "WESLEYLAND"

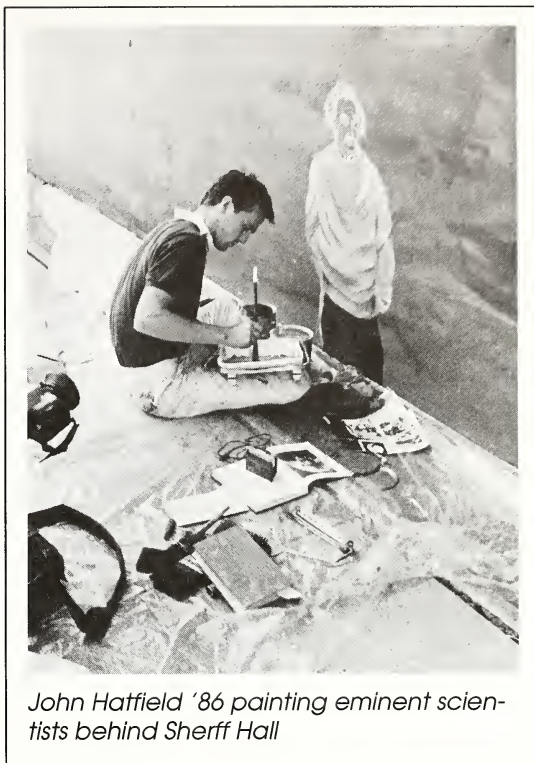
"There's no heavier burden than a great potential!"

Charles Schulz, *Peanuts*

The life of an active community of 1650 students, that changed yearly and included more than 11,000 students over an eighteen-year period, is obviously difficult to summarize. This limited sketch leaves out much that is important, but it will include the living arrangements for a community that was approximately 90 percent residential; student leadership, communications and activities, largely reflected in the Student Senate and the *Argus*; athletics; the African-

American experience, our most significant minority; and spiritual life. Other aspects of student activities, such as music or drama are presented in the chapter on Academic Programs and in the final chapter. The combination of irony and whimsy in student life, never far from the surface, is ever present if not presented here. For example, a musical combo made up of Wesleyan students turned up in 1976 calling itself "State Funk and Casualty."

"Wesleyland" was the most frequently applied sobriquet for Illinois Wesleyan, not used in everyday speech, but it was found in occasional student writings. I do not know its origin, but it was intended to convey a quaint downstate college, a derivation from Wonderland and Disneyland. It's all right. In some ways it probably fit.



John Hatfield '86 painting eminent scientists behind Sherff Hall

Living Arrangements and Policies

Wesleyan had the good fortune to evolve living arrangements of considerable variety, including the seven residence halls, a collection of houses, and the fraternity and sorority houses. The residence halls had been built from 1948 to 1970 and exhibited differences in arrangement and architecture. Each was staffed by a director and student resident assistants. More than a few hall directors were surprised to learn that I wished to interview all candidates for the position; my interest stemmed from the fact that students spent more time in residence halls than in classes, and the quality of life there was important in the total Wesleyan experience. Resident assistants had to learn, sometimes with difficulty, that in their capacity they represented the University. In most years about six houses were in use, and most were built between 1900 to 1920. These houses were especially attractive to students because of their late-Victorian design, small group congeniality, and possible reminiscence of their grandparents' homes. Several living-learning arrangements and programming were experimented with in the course of time, although no continuing patterns evolved.

We went through lengthy discussions on closing hours, guest visitation, and lounge policies in the late 1960s and early 1970s. If the policies in the sixties were too stringent, which they were, the tendency was to go too far for safety and sanity in the other direction. I hope we established a reasonable compromise.

By and large, the residential arrangements and food service must have been attractive because we reached a point in my later years when 92 percent of students lived on the campus. To qualify for living off campus, a student had to be from McLean County or over 21 years of age. Fewer than one in four meeting these conditions actually lived off campus.

About a third of the students opted to affiliate with the fraternities or sororities that exist at Wesleyan. A local fraternity organized in the early 1970s became the basis of the Sigma Pi chapter in 1975, and this was the only expansion of the Greek system during the eighteen years other than in membership and improvements in several houses. Faculty exasperation over interference with academic priorities, especially as it pertained to rush and pledge activities at the beginning of the year, led to the formation of a Rush-Pledge Study Committee in 1978-79. This was followed by another faculty-student committee to monitor improvements and by the deferral of rush until a week after classes had begun. Improvements resulted. In general, sororities were more responsibly operated than fraternities. Periodically each of the fraternities had to be called to task for excessive noise, alcohol use and misuse, and poor house-keeping. The Acacia house deteriorated to the point that they were offered housing in Adams Hall in 1983, and after repeated policy violations, the chapter was suspended by the University in January 1985.

While around-the-clock security seemed necessary and desirable at Wesleyan, I soon perceived the need to change the image and function from policemen to student safety and support personnel. Accordingly, when a change in directors occurred in 1970, we adopted green blazers and prohibited weapons, substituting a two-way radio to Bloomington police as a backup. I steadfastly retained this position and refused repeated requests for a security vehicle on a campus seldom requiring more than a quarter-mile run. Nevertheless, what could happen, eventually seemed to happen. A campus is an attractive place for students from elsewhere and assorted hangers-on.

Eight student deaths occurred among those enrolled from 1968 to 1986. Five of these were in automobile accidents on highways near Bloomington, one was in a motorcycle accident on the edge of the campus, and two were suicides, both off-campus in Bloomington-Normal. There were two poignant Commencements. In one case, a beloved student killed in an auto accident had an identical twin who attended a nearby college and who marched through Commencement to receive his brother's diploma. In the other, faculty and staff had invested much effort in getting a student to graduation after five years. Four days before Commencement, he was killed returning to the campus on his motorcycle from a party.

Sorority houses were illegally entered on several occasions, and in two instances women were raped in 1974 and 1977. A particularly bizarre event took place at the second of the two houses, located close to the campus about one and a half years later. A man armed with a gun and a knife entered a sleeping dormitory, molested five women and raped a sixth. A seventh woman played possum and was not disturbed. No arrest was ever made, and the campus was traumatized for a time. Fortunately, the woman raped was never iden-

tified, rare for a small campus, and her parents were supportive and not vindictive even to her attacker, maximizing her opportunity for recovery.

Following the crescendo of student unrest nationally and the Presser Hall fire in the spring of 1970, we contemplated appropriate actions should the unrest escalate and visit our campus. I drafted a three and one-half page memorandum in the summer of 1970 setting out possibilities, alternatives, and procedures to be followed. This was discussed with the Cabinet officers, the Executive Committee of the Board, and the Faculty Advisory Committee. I emphasized that, "the possibility of disruption is sufficiently pervasive, even for small liberal arts colleges, that it is advisable for us to think through the alternate reactions to protest that we might follow here." I continued on to suggest possibilities: "if the unrest takes no more serious form than blocking of facilities, if the operation of the University is not immediately threatened, and if the activities are clearly University students, our response should be mild and not resort immediately to physical methods of removal....Whether or not we would have the patience to wait out the occupation of facilities as was done at Brandeis for eleven days or at the University of Chicago for sixteen days is an open question."

Some of our students had been helpful earlier. My memo continued, "There was an attempt to radicalize the situation at Wesleyan in May by a small group of Illinois State University students and faculty, but their leadership was rejected by Wesleyan students." The story as it was related to me was that Barry Swanson (Class of 1970) told them that Wesleyan students could handle their own situation without help from ISU. At any rate, none of the extensive preparation was ever needed, despite several tense moments, as mentioned in the first chapter.

After the ratification of the Twenty-Sixth Amendment to the U.S. Constitution in 1971, giving 18-year-olds the right to vote, many legislatures gave other privileges and responsibilities to young people. They went too far too fast. Illinois lowered the age for beer and wine consumption from 21 to 19 in 1973. The "no alcohol" rule had long been a contentious issue on the campus before the action, and it threatened to become even more so when alcohol was made legal for almost all but freshmen. Action was taken by the Executive Committee of the Board in October 1973 permitting students of legal age to drink in the privacy of their rooms. It was presented to the full Board the same month and approved. The United Methodist Bishop of the Illinois area opposed the action and later, after receiving complaints from church people, sought to have the Board rescind its action. The Board held firm. Gradually, under the leadership of Glenn Swichtenberg, we gained more control over a difficult situation. In 1979, the State Legislature reversed its action effective January 1, 1980, and we returned to a no-alcohol policy on the campus. Again, Dean Swichtenberg did yeoman service in preparing students for the change and even won a "Fair Enforcement" editorial in the *Argus* in April. There had been much anticipation that the treatment of fraternities and independents would not be even-handed because of greater supervision in the residence halls, but the experience proved otherwise.

Alcohol, 18 to 22 year-olds, groups and parties, and automobiles were not a healthy mix in my experience at Wesleyan. I was not naive enough to think that alcohol was not consumed on the campus. There were enough beer cans dropped here and there to suggest otherwise (aside from party reports), but I think the right signals were sent through the University's position. We also tried to send other health messages to students, such as removing the cigarette machines from the Student Center and establishing many non-smoking areas.

Glenn Swichtenberg appealed to me as a Dean of Students because of his innate concern for students and his foursquare sensibility in a period that was anything but settled morally. From the time he came in 1975, I felt that I could sleep at night knowing that he was there trying to reconcile the myriad problems 1650 students inevitably encountered. Any campus is never serene, but it was more so because of him.

Student Leadership, Activities, and Communication

In 1958, his first year, President Lloyd Bertholf announced he was turning over the student activity fee to the Student Senate to administer and pay for all student sponsored events and programs, from the newspaper and yearbook to dance bands and concerts. It was a wise move that didn't leave any room for subsequent modification. Students argued about Senate spending incessantly, and they occasionally squandered or misapplied funds but on the whole were very responsible. A sample of some of the events sponsored, along with other programming selections and events at the University are shown in Table 2.1.

After experimenting for a couple of years with the All University Council dinner meetings, we began in 1970 to have informal monthly luncheons of Cabinet and Student Senate officers, commission heads, the *Argus* editor, the Black Student Union president, and occasionally others. The format was to share information around the table, and it worked well during my years at Wesleyan. At my second Board meeting, we established the practice of inviting student visitors, and soon began involving students in most faculty or University committees. Formal student course and faculty evaluations were also begun. Each February, beginning in 1977, we arranged a student host for each trustee and asked the trustee to introduce the student host following dinner. It produced fascinating interaction. These contacts, along with other meetings, enabled me to know a significant number of students in a more than casual way.

There were twenty presidents of the Student Senate during my eighteen years. One served for two years, and there were two in each of two years. They were an unusual group by any measure. Two were straight A students, five became attorneys, one of whom is now a judge, two are doctors, two are ministers, and three work for insurance companies. Of the twenty, five were women. Two incidents capture the extremes of reaction to their leadership. I was touched by a gift of \$10,000 to the University from surplus funds of the Senate

TABLE 2.1**"NOTHING EVER HAPPENS AT WESLEYAN"***The Argus*, repetitio ad nauseam

Frank Borman, astronaut, 1969
Andrew Young, SCLC, 1969
Hubert H. Humphrey,
 former U.S. Vice President, 1969
Michael Novak, Catholic scholar, 1970
Michael Harrington,
 socialist, anti-communist, 1970
James Farmer,
 National Director, CORE, 1971
Helen Hayes, actress, 1971
Grace Hartigan, artist, 1972
Gwendolyn Brooks, Illinois
 poet laureate, 1972, 1973, 1979
Frankie M. Freeman,
 U.S. Civil Rights Commission, 1973
Kathleen Battle, soprano, 1974, 1975
Edward B. Rust,
 President, State Farm Insurance, 1974
Elaine de Kooning, artist, 1975
Uta Hagen, actress, 1975
Martin E. Marty,
 Lutheran and Protestant scholar, 1976
Howard Hanson,
 composer and conductor, 1976

Basketball,
 NAIA tournament quarter finals, 1977
Ralph D. Abernathy, SCLC, 1977, 1985
Frank Capra,
 motion picture director, 1978
Larry McMurtry, novelist, 1978
Edward Villella, ballet dancer, 1979
Volleyball, state quarter finals, 1980
Python loose in Sherff Hall, 1981
James Lawson, SCLC, 1982
Edward Muskie,
 former Secretary of State, 1982
Yolanda King,
 daughter of Martin Luther King, 1983
Jaroslav Pelikan,
 Christian scholar and historian 1984
"Working,"
 ACTF, Washington, D.C., 1984
James Buswell, violinist, 1985
Basketball,
 NCAA Division III, quarter finals, 1986
Robert Michel,
 Republican leader, U.S. House of
 Representatives, 1986

to establish a Student Senate Scholarship in 1981, when governmental grants were being cut, especially since the Senate president, Lynn Folsie '82, had to contend with considerable verbal abuse to gain approval by a six vote margin. The other extreme involved a president who deliberately broke a confidence after he was involved in negotiations with black students. After dressing him down in private, he responded that "no one has talked to me like this since I was nine years old." Perhaps someone should have.

The *Argus* was an effective news source for the University community, although occasionally it stumbled. The editors were frequently critical of the Student Senate leadership, and since the Senate held the purse strings, it retaliated if goaded long enough. In the fall of 1973, the editor was accused of some irregularity and an investigation followed, which exonerated him. He then resigned and took most of his staff with him. This cut off the planned succession of managing editor to editor and corresponding moves, and nearly wrecked the paper for two years. From 1973 to 1975, there were seven editors of the *Argus*.

We had twenty-four editors in eighteen years—one served two years, one served one and a half years, and another served jointly for a year and for a year by himself. Ten were women. Only half reveal occupation in the *Alumni*

Directory, but of these, eight are in journalism, public relations, or publications work. One is a high school English teacher and another is an attorney. Although the writers were harsh with administrators on occasion, they were unmerciful with student leaders. Overall, I think they threw me as many unexpected bouquets as barbs, so I have no complaints. The angels behind the enterprise were Professor Harvey F. Beutner, who served as adviser for twenty four years, and Bernard H. Gummerman, Class of 1931, whose firm has printed the paper for more than forty years.

The radio station, WESN, finally got on the air in 1972. It had some good years, but mostly it struggled to meet FCC requirements, to find meaningful programming, and to match student expectations.

Athletics

Anyone familiar with Illinois Wesleyan knows that it has a long history of successful athletic competition, and that was in evidence during my years there. Much credit goes to the coaches and athletic directors: Jack Horenberger, Dennis Bridges, Don Larson, Bob Keck, and Barb Cothren. They not only fielded excellent teams, they helped keep the focus where it belonged, on student academic priorities. The students wanted intensely to compete in athletics, and they joined Wesleyan because they could play and also obtain a fine education, keeping their financial aid if they chose not to play. This was not an option at many major universities. The excellence of our athletes is confirmed by the number elected as first-team Academic All-Americans by the College Sports Information Directors of America. From 1971 to 1986, five were named in men's basketball, four in football, four in baseball, one at large, one in women's basketball, and one in softball. These sixteen were elected twenty-four times, putting Illinois Wesleyan in a league with Indiana University and Southern California, in terms of frequency of election. Edgar Alsene helped by carefully preparing information on candidates for consideration, but he had to have good candidates to win. Of the sixteen first team selections, five became doctors, four are Certified Public Accountants, two are teachers, one is an attorney, one, a professor of economics, and one is a manager at a regional telephone company. Memorably, Jack Sikma enjoyed a fourteen-year career in professional basketball.

Sikma was still growing when he arrived at Wesleyan from St. Anne, Illinois, and had not thought of playing professional basketball. Coach Bridges saw the potential, but he, too, had no anticipation of what the future held. After establishing all-time records at Wesleyan, the small-college star unexpectedly was the eighth choice in the first round NBA draft in 1977. The choice was a good one for the scholar-athlete—in his second season with the Seattle Supersonics, he came home wearing an NBA championship ring. In fourteen seasons, including the six with the Milwaukee Bucks, he was involved in eleven play-offs, and his 1107 games played ranked him ninth in NBA records. He was also consistently high in scoring, rebounding, free-throws, and team assists. More importantly, his accounting preparation at Wesleyan will ease his transition

from professional basketball stardom to the mundane world of business.

Individual achievements of athletes at Wesleyan were far too extensive to recount. There were eight full or shared men's basketball championships in the College Conference of Illinois and Wisconsin, six trips to the National Association of Intercollegiate Athletics tournament in Kansas City, and one Midwest Regional championship after joining Division III of the National Collegiate Athletic Association. CCIW championships were won or shared in baseball four times, in football three times, and in golf, twice. Some will remember better the basketball victories over Arizona in 1983, Loyola in 1970, a four point loss to Bradley in the first of six games, the triple overtime victory over Wheaton in 1981, and Tom Gramkow's famous last shot in the last second of the last game with Illinois State. I nudged the coaches to schedule non-conference games in large Midwestern cities or with Associated Colleges of the Midwest or Great Lakes College Association teams for greater visibility where it counted, and they obliged.

Jack Horenberger '36 epitomized what was good and different about Wesleyan athletics for 39 years. More than any other individual, he set the tone for Wesleyan's student athletes. When athletic scholarships were eliminated in a shift to need-based awards in the 1960s, Jack went along but thought it would not work. When it did, he was among the first to acknowledge that fact and to become a vocal supporter for aid based on need. His record in coaching basketball and his sport of choice, baseball, speak for themselves—it was the way he did it that attracted attention and respect, along with his ever-present congeniality. He served as athletic director for almost twenty-five years and turned over the reins in 1981 to his protege, Dennis Bridges '61.



Jack Sikma '77 with Coach Bridges and Jack Horenberger

Bridges has not only carried on but has established a tradition of his own by his winning teams and by the cultivation of scholar-athletes. He commands great attention nationally and especially within the CCIW, where he has won almost three-quarters of his basketball games since becoming head coach in 1965.

Women's teams emerged in the 1970s—basketball in 1971, volleyball in 1974, and softball in 1977. Soon we had five sports represented, including tennis and track and field. Membership of the nine colleges in the CCIW remained unchanged throughout my term, but the Conference made no move to offer competition in women's athletics. The four Chicago colleges and the two in Wisconsin joined others in forming a Chicago Metro Conference, which left the three downstate colleges dangling to build a compatible schedule each year. No invitation had been extended to the three. When I became chairman of the CCIW in 1984, I suggested that the Conference needed either to "fish or cut bait" in women's athletics. The other six colleges chose to do nothing. The three downstate colleges then set about establishing a new conference for both men's and women's competition, including a prominent Indiana institution and possibly others. After many vaporous discussions, for which college administrators are well known, the CCIW members suddenly decided to commence women's competition in the fall of 1986. This reconsideration was my legacy to women's athletics.

In the meantime, the women had not done badly on their own. The basketball team had three very good seasons in 1973-74, 1976-77, and 1981-82, before going into a slide followed by a difficult recovery. In volleyball, the team had winning seasons and competed in the state college tournament four years in a row beginning in 1978. In the third year it reached the quarter finals, and in 1981 the team placed second. The tennis team was also demonstrating strength, and Wesleyan sent its first woman into national track competition in 1981.

Athletic contests, especially football and basketball, are the great unifying experiences of the college community. Aside from living and studying together on the same campus, reading the *Argus*, and attending several events, there are not that many things that all students do together. At Wesleyan, the strong athletic program provides a shared focus for most students. The talented band (and until 1985, the marching band), cheerleaders, student planned Dads' Day and Homecoming, and pom poms—all, added to the spirit of celebration for these sports occasions. "New age" cheerleaders came on the scene in 1979-80, including both men and women with gymnastic and pyramid-building techniques. Nell and I always watched in awe mingled with fear that one would fall, but it never happened. The team approach engendered by the coaching staff contributed a cohesiveness to the overall quality of these experiences.

The African-American Experience

One of my urgent concerns at Wesleyan was the quality of the experience of the small group of black students (from 55 to 95 in number). We were a

“white” college by cultural background. A significant portion of our students had never lived in communities with blacks, and a majority of our black students came from almost completely black schools and areas of Chicago. We had no black faculty or administrative staff initially, so we sought to present African-American role models through invited speakers and performers. They were invited by a variety of different groups, including the Black Student Union itself. A number were clearly of national stature, such as Andrew Young, SCLC (1969), Julian Bond, Georgia legislator (1970, 1980), James Farmer, CORE (1971), Kathleen Battle, soprano (1974, 1975), Ralph Abernathy, SCLC (1977, 1985), Barbara Nichols, president of the American Nurses Association (1981), James Lawson, SCLC (1982), and Yolanda King, daughter of Martin Luther King (1983). Because our black students came from segregated backgrounds and few joined fraternities or sororities, I granted their request for a house for their activities and meetings, and the Afro-American Cultural Center became a part of the campus scene in the spring of 1970.

Faculty recruiting of blacks was difficult because only one to two percent of PhD. holders in liberal arts fields were black. Nevertheless, we had at least one black faculty member from 1970 on, and in most years there were two. Two were elected to leadership positions by the faculty, Frank Starkey and Pamela Muirhead, and one served as a department head, Frank Starkey. We elected our first black trustee in 1983, an alumnus, David Wilkins '74. The Student Senate provided funding for a Black Fine Arts Festival beginning in 1970-71, and a gospel choir, style show, and other activities appeared from time to time. Four social or service fraternities and sororities with chiefly black membership appeared for a number of years, and two were still functioning when I retired.



Andrew Young with Paul Bushnell (history) 1969

In 1969, the Drama School produced eight performances of "Raisin in the Sun." Frankie Faison '71 and Judy Betts '72 played the lead roles, and black students from throughout the campus were cast. "For Colored Women Who Have Considered Suicide/ When the Rainbow Is Enuf" was performed in the laboratory theater in 1983 with seven women in the cast. Occasionally there was racial confusion. When "The Tempest" was produced, Frankie Faison played Caliban. Helen Hayes came to work with students and to make a critique of the production. A visiting black South African novelist, Ezekiel Mphahlele, here for the Fine Arts Festival, was in attendance in native dress. One of our local octogenarians was there and encountered Mphahlele on the way out. He complimented him on his role as Caliban. Mphahlele graciously accepted the comment; Faison missed the praise entirely. Since graduation, Faison has enjoyed an extensive career in movies and television as well as on Broadway.

There were frictions, too. When Lillian Hellman's "The Little Foxes" was produced, some black students resented the stereotypical roles played by blacks and protested that the play was selected. While there were usually several black football players, there were repeated complaints that blacks did not have sufficient opportunity to play basketball. A black women's intramural volleyball team held a sit-in when they thought they had been treated unfairly. In the fall of 1982, a collection of grievances were aired in a forum on racism. Mostly, all parties persevered in an effort to work together.

Religious Activities

Students from the late sixties to the mid-eighties were not a pious lot, no matter what the followers of John Wesley might have wished them to be. They were not irreligious either. We continued to have a chaplain, William L. White, who, along with the student committee, planned a superb series of chapel services. Less than 10 percent of the student body attended each Wednesday morning, but most students attended at one time or another. The largest attendance during my years occurred unexpectedly when Bishop Richard Raines came as a visiting fall religious lecturer—there was one each fall and spring—during the Vietnam Moratorium on October 15, 1969. Presser Hall was full, and it even overwhelmed the then-aging Bishop Raines. We ordinarily had one or two programs or occasions each year which attracted two or three hundred students, but usually we struggled along with the faithful few.

Marvelous opportunities existed for students to participate in the performance of religious music through the Collegiate and Chapel Choirs and other choral organizations. Those involved seemed to realize that they had been through a transforming experience as a result. I watched with interest when a visiting speaker unexpectedly recognized the performing caliber of one of our student groups. We graduated many fine church musicians, although the number declined as the interest and willingness to support good church music fell off in the larger society.

Student interest in religious topics ran from the mainstream to either extreme with evangelical groups, such as BASIC (Brothers and Sisters in Christ) or Inter-Varsity Christian Fellowship, displaying particular vigor as they did elsewhere. The really transforming development, however, was the rise in Roman Catholic enrollment. It surpassed United Methodist numbers in the fall of 1981. Catholic enrollment had been less than fifty students at the time of the Second Vatican Council in the early 1960s. It rose rapidly as second and third generation Irish, Italian, and Polish families moved into the mainstream of American life. A Catholic Collegiate Organization was formed with our encouragement, and ceremonial masses were held on the campus in the 1980s. Sister Helen Carey, a Benedictine nun, was assigned to work with Catholic students in 1985, and the University employed her to teach in the religion department. The following year she filled in for Chaplain White while he was on sabbatical leave. The change occurred easily and with dignity, demonstrating the ability of an institution to adapt as its constituents changed over time.

As the sixties receded into the seventies and eighties, sexual promiscuity increased as well as the use of drugs. Political and business scandals have marked our society, and research scams have been revealed in the scientific community. How was the apparent decline in family values and responsibility reflected at Wesleyan? The cynicism of the modern world was present here, as was a reluctance of youth to judge their peers. By that same token I am reluctant to evaluate the students negatively or severely as one generation frequently views another. They continually surprised me by wanting to prepare their own baccalaureate services, by instituting Festa Wesleyana dinners for faculty, staff, and their families, and by their concern for world hunger. With the opening of Evelyn Chapel, faculty organist David Gehrenbeck introduced a Christmas carol service for Wesleyan and community people following the "Nine Lessons and Carols" liturgy of Kings' College Chapel at Cambridge. The following spring of 1985, a graduating drama major, Chris Kawolsky, pestered and promised until we let him mount a production of "Godspell" in Evelyn Chapel. He directed an enthusiastic cast of ten students plus a band and production crew from across the University in four electrifying performances. Moral and spiritual motivations and aspirations were innate in our students. We had only to find ways to help them express themselves.

On frequent occasions, I reminded students of the crucial decisions they are called on to make during the college years or soon after: selection of a career path, or at least the first step, choice of a mate, and fashioning a philosophy of life and one's personal code of conduct. Yeats said it better in his 1938 lines from "Under Ben Bulbin" which I often used:

*"Even the wisest man grows tense
With some sort of violence
Before he can accomplish fate,
Know his work or choose his mate."*



The Wesleyan Quadrangle

Chapter 3

Faculty and Staff

*"A teacher affects eternity; he can never tell
where his influence stops."*

Henry Adams, *The Education of Henry Adams*

People—faculty and staff—made the difference in thrusting Illinois Wesleyan forward in the world of higher education—not resources, not the campus, not location, as important as these may be. Colleges and universities offer services to young people, services which are difficult to evaluate in accomplishing the transmission of culture to each succeeding generation. The system evolved to deliver these services is highly competitive, involving both publicly and independently controlled institutions, major universities, four-year colleges, community colleges, and specialized institutions. Illinois Wesleyan competes each year with well over a hundred institutions for its entering class. The skill with which its educational services are delivered to and interpreted by the community of interested people determines the success of its mission. The quality of faculty and staff is paramount to its ability to accomplish this task.

Educational services at Wesleyan during my term were provided by 125 faculty and 160 staff, plus part-time people (which reduced to less than ten full-time equivalents), food service workers, and the many students who worked in practically all parts of the University, primarily 10 to 20 hours per week. Rosters of those serving in the faculty and staff supervisory positions are shown by department in the appendices. I regret that it is possible to name only a few of them in this narrative, but there were almost 900 full-time people alone during my eighteen years. This chapter will focus on overall University leadership, teaching and scholarship, faculty governance, and a sampling of popular and unpopular decisions. Faculty activities are principally chronicled in this chapter and the next, while those of staff members are described in the chapters dealing with their areas of responsibility.

The continuity and dedication of Wesleyan's faculty and staff contributed

decisively to the quality of its reputation as an educational institution. Twenty-nine percent of the faculty served the entire eighteen years with me along with a third of the staff leaders. While all five Cabinet members, or administrative staff, and all but one of ten faculty directors turned over at least once during my tenure, all were committed to offering the best programs possible commensurate with our abilities and resources. I was continually amazed and gratified to learn that faculty and staff people would graciously go the extra mile to serve students if they thought it essential to do so.

LEADERSHIP

"What we have to learn to do, we learn by doing."

Aristotle, *Nicomachean Ethics*

Twelve administrative people served with me on the Cabinet—three deans of the university (Everette Walker, John Clark, and Wendell Hess), two business managers (Philip Kasch and Kenneth Browning), three deans of students (Anne Meierhofer, Jerry Jensen, and Glenn Swichtenberg), three development directors, (Lee Short, Larry Hitner, and Richard Whitlock), and one admission director (James Ruoti). Our working style involved direct one-on-one consultation as necessary and weekly Cabinet meetings to discuss broader questions. I prepared the agenda for these meetings after inviting input, as I did for our monthly meetings with the Executive Committee of the Board of Trustees.

During more than half my term, the academic dean and I shared a young assistant. Three of the four of these assistants were very able recent Wesleyan graduates and the other one held a doctorate from Indiana University. George Vinyard '71 and Anne Balsamo '81 were the chief staff assistants who prepared information for and wrote the two North Central Association self-study reports. Darryl Pratscher '73 also worked in this capacity before attending law school. Randy Farmer assisted in a number of special projects, including the reform of Greek organization rush and pledge activities. He was the only one of the four who sat in Cabinet meetings.

Although student unrest and the need for capital funds seemed to produce a series of crises all requiring immediate attention, the most serious problem necessitating early action lay in addressing the academic deficiencies set out by the 1967 North Central examination. I was assisted in this task by a number of concerned faculty. In particular I turned to three young faculty members for counsel and assistance during the first two years. They were Wendell Hess, chairman of the chemistry department, who became science director and later academic dean, Jerry Stone from religion, who headed the humanities division for ten years, and Robert Burda, who was chairman of the English department for three years. Each of these individuals was elected to one of the four highest faculty positions when the new faculty organization became effective in 1970.

John Clark became dean of the University that year, bringing with him twenty-four years of teaching and academic administrative experience primarily at San Francisco State and Sonoma State Universities in California. He also had brief teaching stints at Buffalo, Beloit, and Stanford, along with a Fulbright lectureship at the University of Damascus.

Since Clark's prior experience included the chairmanship of a large department, service on the state-wide California faculty senate, and a deanship of the faculty—he was able to inspire a greater degree of confidence in the faculty, something that was lacking to a degree. His presence accelerated curricular reform and faculty recruiting. Unfortunately, four years after becoming dean he suffered a heart attack. Wendell Hess became acting dean for several months until Clark recovered. Later Hess was appointed as associate dean to divide the load between the two. Less than two years later, Clark experienced a second coronary event and he relinquished the dean's role. He was appointed as University professor of English and drama and served in that capacity for another twelve years. Hess was named dean to succeed him in 1976 after serving as a member of the faculty for thirteen years. During the last five years, he added the role as director of the science division, and spent the last two years as acting or associate dean. He had an excellent sense of the institution and its people and invested himself fully in his responsibilities with meticulous attention to detail. I felt we were well served by Clark and Hess as academic leaders, different as they were in background and demeanor.

Hess' background in inorganic chemistry complemented my own, as did Clark's in humanities. Beginning with the time he substituted for Clark in 1974, I worked more closely with him than any other single individual. He was fully devoted to developing the faculty and Illinois Wesleyan, and we owe him much for his leadership contributions during the next fifteen years. Both deans and I, plus Dean Swichtenberg, taught occasionally in our specialties to keep the primary purpose of the institution, undergraduate learning, immediately before us.

The key to good organizational planning is neither top down nor bubble up, rather it is participation by those who have creative ideas anywhere in the institution. However, an organizational structure is necessary, but not one that is so tight that suggestions cannot be heard, wherever their source. Some people feel they do not have input if their ideas are not adopted, others are good at blocking access when in positions of influence, and still others need encouragement to come forward at all. We had a traditional monthly faculty meeting, attended by two thirds of the faculty on average. These were not my favorite forums. Like other legislative bodies, it was subject to demagoguery. The best display of faculty thinking and reflection often took place in smaller groups.

Each September began with a Fall Faculty Conference and inside speakers, chiefly faculty, predominated; I spoke at sixteen of the eighteen conferences. Occasional outside speakers were invited, such as the new head of the Central States College Association, of which Wesleyan was then a member, the woman who was liberal arts college dean at Illinois State University, or the president of

Grinnell College. Faculty with scholarly projects underway were frequently on the agenda to emphasize the need for scholarship and to explain how it was done. Student advising was prominently on the program at least four times to highlight its role in reducing attrition. Based on faculty reaction, my most successful effort at these conferences was my 1972 talk entitled "Beating to Windward" in which I chronicled our progress amid an external sea of stalling enrollments, faculty cutbacks, and compensation disappointment. It was encouraging to be able to make headway into the wind.

My initial investigation of Wesleyan revealed that it could move into the front rank of liberal arts colleges, and that this potential was within its reach and grasp. There was a diffident attitude among some faculty, trustees, and alumni which disclosed a lack of confidence in how good the institution already was. I soon realized that my task was to hold up the challenge to these groups and indicate how it could be achieved. I did this when I came and repeated these aims frequently especially in my Fall Faculty Conference talks. For example, in 1978 as the goals came closer to attainment, my concluding paragraph included these remarks:

"I have said on a number of occasions that this institution has the potential to become one of the 100 best liberal arts colleges in the country within a very few years. As a matter of fact, Wesleyan is a borderline case for this classification today. By some measures we would clearly qualify, by others we would not.... We can learn much from our peers, but we must devise our own program to serve our own students and unique constituency."

Beginning in 1971, we held annual two-day planning conferences each summer involving fourteen to nineteen persons. The Cabinet members met the first evening and the following day and were joined by the faculty directors, the registrar, and occasionally other faculty leaders for a second evening and day. Half the conferences were held on the campus and half were elsewhere in Central Illinois to improve our concentration. The topics dealt with issues that required some extensive discussion and formulation if they were to be solved: self-study, foundation projects, establishment of objectives, admission, curriculum changes. They were not decision-making sessions, although decisions often followed. Forty persons participated in the fifteen conferences, which enabled our collective leadership to engage the subjects of vital concern to the institution's future.

The department heads met monthly to discuss common concerns. Dean Hess perceived the need for improving their administrative skills, particularly in the case of those newly named to their positions. Therefore, annual summer conferences were initiated in 1977. At that time we had eleven department and other academic leaders who had three years or less experience in their new responsibilities. Grant assistance was available from the Exxon Foundation through its Resource Allocation Management Program (RAMP), which was attempting to stimulate improved academic management, enabling us to bring in several outside consultants and speakers. Topics included faculty evaluation, computer services, faculty development, and academic planning. We presented information designed to improve effectiveness in faculty recruiting and evalua-

tion. Graduate follow-up data were reviewed as that work progressed to gain wider appreciation of its value.

Typically, newly appointed academic department and division heads, admission counselors, development officers, and student personnel administrators had little familiarity with human resource management and the need for shared goals and objectives if a college or university is to accomplish its educational mission. This is true notwithstanding the overriding need for scholarship in academic fields or expertise in the various administrative functions. Beginning in 1973, when I sent a young dean of students to a two-day management-by-objectives workshop, we dispatched seventy-one of our people in the next eight years to similar programs. By 1981, roughly 90 percent of our faculty and staff with some managerial responsibility had such an experience. These off-campus sessions were supplemented by a number of speakers or workshops on the campus, some sponsored by the Exxon RAMP project, mentioned above. The principles being stressed were fairly rudimentary objective setting and drafting exercises for organizational coherence on major themes. A few faculty openly resented basic training in such mundane matters, but no one was forced to go, and I am convinced we were more effective as a result.

One of the rewards of administration is the joy and satisfaction of seeing people selected for positions of responsibility grow and move on to larger roles. Six examples stand out during my tenure at Wesleyan. Wendell Hess was first made director of natural sciences, then associate dean and dean of the University, and after I retired he was made provost and served a year as acting president. I appointed Jerry Israel as director of social sciences and associate dean. He later left Wesleyan to become academic vice president at Simpson College. Sue Huseman started as a faculty member before receiving her doctorate. She was subsequently appointed department head in foreign languages and director of humanities. Again, following my retirement, she was named associate dean. She left Illinois Wesleyan in 1989 to become academic vice president of the University of Maine (Farmington). Similarly, Roger Schnaitter was appointed psychology department head and later science director. Subsequently, he was named to be associate dean and acting provost. Carole Brandt was appointed director of the Drama School, and following her resignation from that post, she became chairperson of the drama department, first at the University of Florida and later at Penn State. Sammye Greer was promoted to chairperson of our English Department, and left to become dean at Converse College, then at Mercer University, and still later provost at Wittenberg University. Each individual grew because of his or her own exceptional abilities, and I found encouragement in witnessing that progress.

It became apparent to me fairly early that Wesleyan had no mechanism for keeping its administrative staff and supervisors informed of our changing programs, goals, and objectives. They were a diverse group from admission counselors to maintenance foremen, numbering from thirty to thirty-five persons. We devised a format of three meetings per year beginning in the fall of 1970. These meetings were largely informational in content, and lasted one hour and a half.

My desk was always a disgrace to the office and a bane to my secretaries, although I usually had a good recall for where things were and what had the highest priority. Ruth Ward, who had incredible secretarial skills, struggled with the chaos first. She was succeeded by Frankie Pettit, who was determined to master the situation. When family duties called her away, Marge Shuman assumed the task, and her good nature and understanding of faculty and students provided an ideal combination for the office. If my genetic inheritance endowed me with an austere and reserved appearance, those who got beneath the exterior probably found me unintimidating, firm but gentle, deliberate not facile, and eager to find some humor amid the irony.

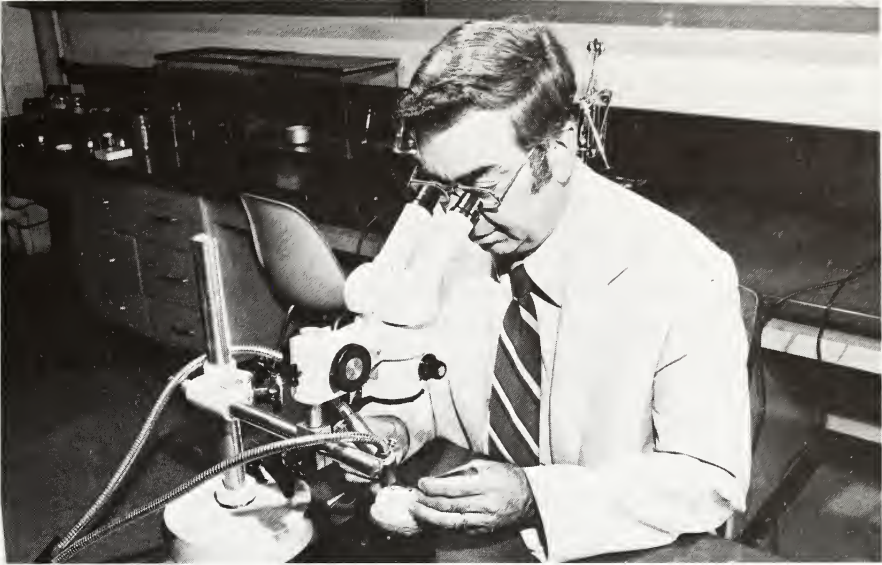
TEACHING AND SCHOLARSHIP

"Ideal teachers...never allow themselves to accept the false dichotomy between teaching and research and study: they embrace both and are dominated by neither."

Association of American Colleges, 1985

The cutting edge of any educational institution is its faculty—their classroom skills, their scholarly backgrounds and activity, their ability to work individually and together toward common goals and achievements. Even before I was elected by the trustees, I was eagerly assimilating information on the Wesleyan faculty, and my initial exposure to the five members of the search committee was mutually stimulating and satisfying. I met a few more when I spoke at the March 1968 faculty meeting and still others at a reception in the Student Center. Real comprehension awaited sit-down interviews with each faculty member in my office during my first year at Illinois Wesleyan.

There were clearly deficiencies, identified by the North Central visiting team in 1967, especially in the inadequacy of scholarly activities. If this was to change, I had to become visibly involved in faculty recruiting and, in particular, in raising our sights as to the quality of faculty we ought to be trying to attract. This was not an easy task. In several cases there were at least two levels of faculty supervision who were satisfied with things the way they were. I tried to send signals about the kinds of talent we should seek, and to involve younger and more intellectually vigorous faculty members in interviewing and entertaining. I asked for teaching demonstrations and attempted to be much more active and aggressive in recruiting the best that was available. I suggested that we fly in John Heyl (history) from Germany for an interview, I literally found Robert Bray (English) on a visit to the University of Chicago, and I personally called Michael Young (history) at Harvard to encourage his interest and a visit. More articulate and outspoken critics would have been hard to find. In the first two years, we changed deans, two division directors, and three department heads; the following year, five more department heads were replaced—mostly



Bruce Criley, Lewis Professor of Biology

from retirements, deaths, or departure. These shifts in leadership permitted an infusion of new ideas.

The first year seemed hectic at the time, but in retrospect, our appointments look very good. In addition to Heyl, Sue Huseman (French) and Roger Schnaitter (psychology) came to Wesleyan in 1969. The latter two served as associate dean, and all three became department heads and division directors. Each year created new opportunities and challenges in faculty recruitment. For the critically important position of head of the biology department, a search committee chaired by one of our trustees, Harold Hodge, a nationally renowned pharmacologist, found Bruce Criley. A master teacher and leader, Criley quickly transformed a good program into an excellent one.

Including temporary replacements, our faculty turnover averaged 11 percent annually during the eighteen years; we appointed 250 full-time faculty during the period— 375 faculty served in 125 positions. I involved myself in interviewing each prospective faculty candidate, as had my predecessor, Dr. Bertholf.

Occasionally a small organization like Wesleyan with many faculty and staff specialists, each with little or no backup, becomes embarrassed when replacement or even patchwork cannot be arranged when a coalescence of misfortunes hits all at once. Such a set of circumstances occurred in 1974-75 within a fifteen month period. Less than a month after John Clark's coronary, I developed a disc-problem in the lower back, which required ten days of bed rest, luckily at home. (Fortunately, this was the only significant illness I experienced while at Wesleyan). This left Acting Dean Hess to conduct a faculty meeting and an Executive Committee meeting in my absence. A faculty division director and a

department head became seriously ill; the latter died in little more than a year. Two senior professors died, one in sociology (Max Pape) and one in nursing (Annabelle Hartranft). Four leaders had to be replaced—two were Cabinet members and a third a school director. Somehow we put it back together, not without the feeling that our mettle was being tested.

When I arrived, reappointment, tenure, and promotion were reviewed with the Faculty Senate consisting of the two deans and the tenured full professors. It didn't work very well. A third of the total of eighteen were music professors, some of whom knew very little about faculty in the rest of the University. Similar but less dramatic distortions in representation were present in the other ten professors. The Faculty Senate also leaked badly. The next morning after Senate meetings, stories were told in the coffee circles about who said what about whom. This discouraged a frank exchange of views based on sincere attempts at evaluation.

Beginning in the fall of 1970, I asked the newly elected Personnel Council to choose four of its members to sit with the dean and me in a tenure and advancement (T and A) committee. At the same time, the evaluation form was revised and expanded to gain fuller information from each candidate and supervisor. This upgraded process enabled us to do a better job of faculty evaluation. In the next sixteen years, 42 faculty members served on the T and A committee, several as many as three or four times, in an effort to fairly judge their peers. Along with original appointments, this was probably the most important action determining the quality of the institution.

The annual evaluation process applied to all faculty and staff and had the effect of causing a few otherwise dormant members, including senior staff and tenured faculty, to consider their career development. This produced resentment in some quarters. The practice was validated a few years later by a study of twenty colleges conducted in 1979 under the auspices of the Association of American Colleges. In a summary of the results William C. Nelson wrote:

"To be successful an evaluation program must include all faculty. On many campuses we visited formal evaluation systems included only the non-tenured faculty. This was damaging in two ways. It caused resentment among non-tenured faculty and provided no help for tenured faculty seeking to renew themselves."

In the fall of 1968, 35 percent of full-time faculty held a doctoral degree. Almost half of faculty (as IWU classified them) were in the library, physical education, fine arts, and nursing fields which did not then expect or require doctorates. Eighteen years later, 64 percent possessed a doctorate. The availability of faculty improved in the 1970s, although shortages persisted or appeared in business, nursing, computer science, mathematics, and occasionally other fields. The rise in the proportion of doctorates also reflected a persistent effort toward that goal throughout the period. Half of our doctorally prepared faculty had been awarded degrees by the Big Ten universities in the Midwest, the University of Chicago and Washington University. An additional one-fifth came from the top echelon of public and private universities on the

East and West coasts. The largest numbers in 1985-86 came from the universities of Illinois, Northwestern, Iowa, Minnesota, Indiana, and California (Berkeley).

The percentage of Liberal Arts College faculty with doctorates rose from slightly more than half in 1968 to more than 80 percent after 1980. Strangely, there were a few liberal arts department heads who did not understand the advantage of pursuing doctorates for all faculty initially. More than a few faculty required prodding to get them moving in doctoral programs, despite the career advantages and the existence of educational leaves. We provided both incentives and pressure for more faculty to become involved in scholarly activity and research, rather broadly defined, and we saw the portion of the Liberal Arts College faculty publishing work in the past couple of years rise from 10 percent to 40 percent.

I was told by faculty members on several occasions that my expectations were excessive, and if true, I regret this. If, on the other hand, we have a better faculty as a result of this increased intensity, then I feel rewarded, regardless of discomfort or perception. Some of my greatest disappointments were those instances in which a faculty member had the capacity for scholarly accomplishment, but failed to do so because of poor organization, easy diversion to less taxing activities, or inertia. Often I felt like an admonishing parent, urging a child to live up to his potential.

We had only four doctorates in the Fine Arts College in 1968, although they were needed for art history, dramatic literature, and music theory, music literature, and music education. Performance doctorates became increasingly prevalent as the years progressed, especially in music. By 1985, more than half of our Fine Arts faculty held doctorates, predominantly in music, including all of the fields mentioned above except one.

The situation changed somewhat later in nursing, although we always met the expectation of the accrediting society, the National League for Nursing, that the director hold a doctorate. In recognition of the trend in nursing education, we announced in 1985 that any faculty appointed in the future would be expected to acquire a doctorate if they were to attain tenure. Existing faculty were encouraged to utilize educational leave opportunities to pursue programs if they desired to keep up with the profession.

Sabbatical and educational leave opportunities existed at Wesleyan when I arrived. During my first year, one of the faculty used his leave to paint his house. I did not think that was the purpose of leaves. Subsequently, with faculty advice, we instituted a peer review of proposals for leaves and requested follow-up reports after completion. This led to better preparation for leave activities and an expectation of accountability when it was over. In response to a faculty suggestion, we instituted a January leave program in 1982, available after three years at Wesleyan or between sabbaticals, to enable faculty to start a project or perhaps bring one to fruition.

Other faculty development opportunities included travel funds for professional meetings or research trips, never used by some faculty, grant funds to

initiate research, sponsoring of faculty at computer courses, and suggesting mentoring relationships when someone appeared to have stalled. When we were trying to improve student writing skills across the curriculum in 1978, the faculty organized a two-day writing workshop attended by fifty-five of their colleagues. Later, a similar workshop was sponsored on oral skills.

Recognition of faculty members by professional colleagues was indicative of Wesleyan's rising status in the academic world. Carl Neumeyer was named as president of the National Association of Schools of Music in 1969. Steady contributions in snail identification led to Dorothea Franzen's (biology) election as president of the American Malacological Union. John Wenum (political science) added to his service in the Illinois Constitutional Convention by being elected to the McLean County Board where he put his knowledge of local government into practice. Roger Schnaitter served as a contributing editor to two journals in behavioral psychology. The Association of English Departments chose Sammy Greer as president. Clayton Highum became president of the Illinois Library Association. As our participation in the American College Theatre Festival grew, Carole Brandt was elected to membership on its board. Finally, the American Society of Mammalogists recognized Tom Griffiths's exhaustive investigation of nectar feeding bats by devoting an entire issue of its journal to the study's results.

The faculty displayed many examples of good teaching, demonstrating plural answers to the question: what is good teaching? Most involve students



Octet of Century Club Honorees 1985, (left to right) Jerry Israel (history), Sue Huseman (foreign language), Wendell Hess (chemistry), William Beadles (insurance), Larry Colter (philosophy), Dorothea Franzen (biology), Robert Hippensteele (biology), and John Heyl (history).

actively in the learning process. Some are performance oriented, but the brilliant lecturer is less likely to score well with students in this generation than in the past. A few faculty members are skilled in the Socratic method, using questions and responses to shape a discussion toward a goal. Many of us, however, are not able to make general use of this ideal—there are too many answers pointing in too many directions. Media usage has become more popular as a means of introducing variety. Command of the subject is likely to be associated with involvement in scholarly activities, research, and policy discussions, which readily translate into respect when carefully interwoven to enliven discussions. Most important for the faculty member is a genuine concern for students, making certain the learning relates to where they are and whether they are responsive to it. The best of faculty communicate high expectations to the learners, eliciting a reciprocal reaction of enthusiasm that can be used to sustain effort when the going is hard.

These skills are amenable to improvement, as Wesleyan faculty demonstrated on many occasions. Classroom visitation by colleagues is useful, especially when accompanied by frank and helpful comments. Videotapes for self-analysis are beneficial. An open ear for student feedback is essential, accompanied by a careful eye on alumni success, and occasional external reviews. Effectiveness is measurable if we are sensitive to its indicia, which were overwhelmingly positive at Wesleyan in my experience.

THE FACULTY CONSTITUTION

"A free government is a complicated piece of machinery, the nice and exact adjustment of whose springs, wheels, and weights, is not yet well comprehended by the artists of the age, and still less by the people."

John Adams to Thomas Jefferson, May 19, 1821

Although the faculty had substantial input into the academic decision-making of the University, no formal arrangement establishing this delegation of responsibility existed when I arrived in 1968. A governing document had been recommended in 1958 by a visiting team from the University Senate of the Methodist Church and again as a result of the North Central Association review a decade later. To fulfill this need, a committee was appointed in the fall of 1969 consisting of Donald Brown, chairman (political science), Fred Brian (art), Alberta Hilton (nursing), George Polites (mathematics), and Geoffrey Story (religion). The pre-existing arrangements included the Dean's Council, consisting of the school and divisional directors, for curricular questions, and the Faculty Senate, made up of full professors, to consult on personnel matters. Neither provided any avenue for elected faculty voice and neither one worked

very well, primarily because the senior faculty members tended to defer to one another in their areas of responsibility.

A first draft of the constitution was forthcoming the following spring, and in keeping with many similar enterprises, it attempted to fix the inadequacy of the prior system. Two councils were to be elected at large from the faculty, one to deal with personnel questions, and the other with curriculum. This was basically the format of the final document, although many hours of discussion were necessary to consider all suggestions and to coordinate with the charter and by-laws of the Board of Trustees through the assistance of the Board's Secretary, William Goebel. After a cliff-hanging attempt to effect last minute changes on the floor of the faculty meeting, the proposed constitution was adopted in February 1970 by a vote of 76 to 8.

By and large the councils worked effectively to express faculty interests within the University. They were fairly unique in faculty organization, as opposed to one elected faculty senate with committees for special tasks. In order to interface with the two councils, I suggested two arrangements. One was to request the Personnel Council to designate half its members as a tenure and advancement committee, as described above. The other was to request that the two ranking members of each council meet with the dean and me periodically as a faculty advisory committee to keep me abreast of faculty interests and to provide an avenue of communication.

The constitution was revised extensively fourteen years later after experience had accumulated in operating under its auspices. The basic format of the two councils was retained, the Tenure and Advancement Committee was formally established as advisory in personnel matters, and a new Hearing Committee was provided to consider cases involving dismissal for cause of tenured faculty. In addition, the constitution was related to the Faculty Handbook for procedures adopted by the Councils and Committees.

The thirty-eight faculty who served as leaders on one of the two councils, who were also the Faculty Advisory Committee members, together with the forty-two who were on the Tenure and Advancement Committee from 1970 to 1986 contributed many hours to the successful operation of faculty governing responsibilities. Often their efforts seemed underappreciated by their colleagues in light of the burden they assumed in addition to teaching and scholarly requirements. It proved to be an excellent preparation for greater responsibility later—all of the in-house promotions to division director (seven—Stone, Hess, Schnaitter, Israel, Story, Heyl, Huseman) or school director (one—Brandt), associate dean (two—Hess, Israel), or dean (one—Hess), had earlier served in one or more of the elected leadership positions. I think this validated that dedicated individuals could grow within the Wesleyan environment under the governing arrangements instituted in 1970.

DIFFICULT DECISIONS

"I beseech you,...think it possible you may be mistaken."

Oliver Cromwell, letter to the Church of Scotland, 1650

There are popular and unpopular decisions regarding people in a university, and if it is to operate well, there is little chance of avoiding the latter. Nevertheless, the close calls are uncomfortable for all concerned. The opportunities for confusion or misinformation are enhanced when emotions run high, as they often did when compensation or reappointment decisions were made—when the worth of a person is seemingly in the balance. For that reason, notification of termination was handled by the dean and me, unpleasant though it was. Then we knew what had been said, what message had been delivered and how it was done.

Compensation is fraught with significance in academia for two reasons. First, the road to a faculty position is long, arduous and full of sacrifices, both in financial and emotional terms. Once arrived, the rewards are important, even if American society does not choose to reward professors very well in relative terms. Second, salaries and related benefits are an indication of personal value in comparison to those in other institutions as well as others within one's own institution. We selected as our aggregate target to have average total compensation (salary plus benefits) in the top 20 percent for faculty in four-year colleges throughout the country, public and private (Category IIB in AAUP group-



Two economist presidents — with Robert Strotz, Northwestern, Commencement 1976

ing). We started below this target, and it was achieved for all four faculty ranks in three years during the middle of my tenure, from 1976 to 1979. After that, we slipped back somewhat as inflation persisted in the early 1980s. Inasmuch as Wesleyan was 75 to 80 percent dependent on tuition for revenue, we were reluctant to raise tuition as fast as some of our competitors for fear of losing students to the public universities. Actually, we achieved the top 20 percent target for the full and associate professor ranks about two-thirds of the years after 1971-72 (when the AAUP began grouping data in this fashion), and more than a third of the years for the two lower ranks.

Our annual increases ranged from 5 to 10 percent per year from 1969 to 1986, and averaged more than 7 percent, or at the same rate that tuition was increased. This was a little better than the increase in consumer prices during the period. In addition to general increases, we gave merit raises of another 1 to 5 percent to perhaps a fifth to a third of the faculty and staff, and a few smaller adjustments (less than five per year) to those who needed a nudge to remind them of less than adequate progress. These plus and minus adjustments were based on self-evaluations and those by supervisors, with added input from the Tenure and Advancement Committee for the 40 percent or more of the faculty discussed annually.

Fringe benefits included the retirement plan, group life and disability insurance, medical insurance, and family tuition assistance. The retirement and tuition benefits had been established earlier and were relatively generous. For example, in addition to free tuition at Wesleyan, the plan paid up to three-quarters of IWU tuition for a child at another institution. The insurance programs appeared inadequate and we improved them substantially a few years after I joined Wesleyan. Together, these benefits compared favorably with most other colleges and universities and were designed to encourage long-term relationships between the institution and faculty and staff.

For an institution dedicated to significant upgrading, there were predictable needs to discontinue a few faculty and staff. We arranged the departure of six faculty with tenure and also five staff with several years' experience during my eighteen years. These were traumatic events, although I considered them a necessary part of fair administration. There were, in addition, an average of almost two non-reappointments per year after four years or more of service—in essence tenure denial, since we tried to avoid letting them run for the maximum term of seven years if it was clear they were not making satisfactory progress. Most of these decisions were made after repeated attempts at remediation. I can recall only one instance in which the Tenure and Advancement Committee did not concur in the decision—the Committee split three to two. In that case the decision was to retain the faculty member with the concurrence of the supervisor. I think the system worked as well as it did because when disagreements were voiced, in practically all cases, a consensus emerged.

My most rancorous discord with the faculty occurred in 1980 when a disgruntled, departing first-year faculty member, in an attempt to retaliate and embarrass the University, awarded "A"s to all of his students—103 in total,

including one student who had dropped out during the first week. As occasionally happens in complex situations, grades were not the only question at issue, but we could not divulge these matters because of their confidential nature. Most of the grades (84) were recorded, including those for all graduating seniors. The department head, the dean, and the registrar then adjusted eighteen grades using gradebook and other information, and invited students to submit papers or other evidence if they disagreed with the grades. Grade questions were then referred to the Academic Appeals Board as prescribed by the faculty's procedure. I was informed of the situation, although I had not taken any part in the matter.

The earlier non-reappointment decision and the grade questions led to a number of contacts between parents, the dean, and trustees, for a combination of three distinct and differing reasons. Once settled that summer, legal counsel insisted that the matter not be reopened. The dean and I made an explanation of the situation to the Faculty Advisory Committee the following fall. When a report was made to the faculty, the matter was quickly interpreted as a breach of academic freedom by several faculty members and referred to the Curriculum Council. The Council focused only on the grading question, ignoring other aspects of the case, and without asking for any information from the dean or me, recommended reinstatement of the remaining grades that students had not bothered to appeal. Unwisely, I attempted to defend the action of the department head and the dean to the faculty. Minds had already been made up. My entry into the fray only served to heighten the tension, and the faculty voted overwhelmingly to support the Council's recommendation, by now a year after the fact. Since I could not fully explain because of possible litigation and other complications requiring confidentiality, it would have been better not to try.

At the time, our posture was influenced by the existence of six potential lawsuits incurring attorney's fees. That many was rare for us, although it happened elsewhere. I later learned that one large neighboring university customarily carried 175 open cases. One of our cases consisted of an Equal Employment Opportunity Commission complaint charging reverse discrimination made by a terminated ISU faculty member who had applied, along with 130 others, for a position filled by a woman at Wesleyan. It was a nuisance complaint, but it cost us many hours of preparation. One of the tenure terminations involved a faculty member who, as alleged in the national media, had published a book which contained similarities to one written by W. Somerset Maugham. The faculty did its work well in evaluating the matter, pointing to similarities in plot, dialogue, and improper transposition of a French idiom. It was all the more regrettable that the person was capable of being an excellent teacher.

We lost nine active faculty members by early death from 1968 to 1986—each gave us something we would not otherwise have had. I was asked to provide eulogies for five of them and I felt it was a singular privilege to say something worthy of these colleagues and their contributions to the life of the University.

Lines from the French aviator, St. Exupery seemed to fit the former air force officer, Max Pape, who was passionate in everything he did, but particularly in his respect for students. I found words for Carl Neumeyer from our own Arthur Westbrook and Frank Jordan, and from Dean Wilfred Bane of Indiana University praising one of the most civil of music directors. Rupert Kilgore was capable of providing his own epitaph, interpreting art in relation to past and contemporary cultural mores. Quaker Bunyan Andrew was different, having traversed the continent from rural North Carolina to Berkeley before coming to rest at Wesleyan to ponder history and the historians. Together these nine faculty gave more than a century and a half of good teaching and leadership in helping to make the University what it is today.

These faculty were characteristic of the 375 with whom I served for nearly a score of years. The faculty found it possible to inspire students in diverse ways, to pursue scholarship under adverse circumstances, to assist one another in collegial association. In the most difficult circumstances or darkest hours, I could count on someone to step forth with a word of understanding and encouragement, and I am grateful for these associations.

Chapter 4

Academic Programs: Curriculum

“Scientia et Sapientia” (et plus)

Motto on the IWU seal designed by Professors John Wesley Powell and Jabez R. Jaques in 1866.

In my inaugural remarks in 1969, I said: “We need to understand what we are—a combination of distinctive undergraduate professional education in the fine arts and nursing with a balanced liberal arts college program, a unique small university in the Midwest. Nowhere is there a superior or stimulative juxtaposition of such breadth in music, art, and drama along with the more practical interests in nursing, business, and finance, contained in an intimate liberal arts college setting.” Later, on a number of occasions, I remarked that if we were designing an institution in a fresh start, we would probably not come up with one like Illinois Wesleyan—but it works, and very well, so we should treasure it. The other side of that pleasant inheritance was that it was a costly combination of academic programs and we had constantly to keep in mind that as the curriculum evolved there were financial constraints on what could be added.

By necessity, a curriculum is constantly changing, as demonstrated by recalling aspects of the evolution in Wesleyan history. The preparatory school or academy, which was part of the University at its inception, was terminated in 1919 after public high schools had become universal. The Law School ended in 1927 after a successful fifty-four year run, and a sixteen-year experiment with a junior college of music in Springfield was discontinued in 1954. Change is inevitable and desirable, the only question is what change, and when?

The direction of curricular reform necessary at Wesleyan in 1968 was the improvement of programs and departments within the Liberal Arts College. This, in turn, required the clarification and integration of our role in higher education and how to get there. Elements of proliferation had crept into the curriculum. With the resources available, we were close to being over-extended. We had a tenuous master’s program in music, and at least two other ele-

ments of the University aspired to offer master's degree work. At the same time, there were weaknesses within the undergraduate programs—our core undertaking—which required attention. Priority had to be given to bolstering the undergraduate curriculum and trimming sails in a few areas to make the improvements possible.

With literally hundreds of competitive college opportunities available within two hundred miles of Bloomington at widely varying costs to students, our task was to emphasize the comparative advantages the institution already possessed. Our strategy was to promote the programs offered that were clearly better than those of competitive colleges and universities, to make them still more attractive, and to improve other areas that would add to our superiority. In a field within which change is continuous and other institutions are seeking similar advantages, this was not an easy task. Further, the communication of information on the comparative quality of educational programs is far from perfect, which complicates the understanding of prospective students and their advisers about the available alternatives. Our mechanisms for the assessment of what we were accomplishing were threefold: (1) internal reviews or self-study by faculty and staff, students, alumni and other constituencies; (2) accrediting association or certifying agency reviews external to the institution; and (3) the use of outside departmental or program consultants.

Regular internal five-year planning was initiated in 1968-69 when I requested that department heads, division and school directors prepare planning doc-



Self-Study Committee 1981 (seated left to right): Lynn Folse '82 (student), Pamela Muirhead (English), Wendell Hess (Dean), Anne Woodtli (nursing), Carole Brandt (drama), standing: Roger Schnaitter (psychology), Jerry Israel (history), Anne Balsamo (administrative asst.). Not Shown, Robert Harrington (economics)

uments. Some of these efforts left much to be desired at first, but they improved as experience was acquired. They also were better after our annual planning conferences began in 1971 and following efforts by Dean Hess to specify and focus on the types of information to be included. These plans had the benefit of eliminating many surprises and enabled us to prepare more thoroughly for changes to be implemented. Various constituencies were tapped in the Year of Re-evaluation in 1970 through multiple efforts involving visiting committees, alumni, faculty, and students. The use of these groups was refined and continued. Formal efforts were launched a couple of years later to gain systematic feedback from alumni, and the process was expanded and improved as time went on. Each of the North Central visits (in 1973 and 1983) was preceded by an elaborate self-study conducted by faculty and staff. The second visit was followed two years later with the Task Force on 1990, an attempt to focus attention on the future through the transition period in presidential and academic leadership.

As mentioned earlier, the North Central Association visiting team in 1967 had pointed to several academic deficiencies in the University, had called for a consultant to assist "in correcting weaknesses cited by the visiting team," and had granted re-accreditation for five years rather than the usual ten. Specific criticisms included the following: the humanities division was identified as the weakest area of the University, "the faculty is not generally active in scholarship," and there was evidence of course proliferation.

These and other problems had to be dealt with promptly and occupied much of my time during my first five years at Wesleyan. By the 1973 North Central visit, the report found: "In the judgment of the examining team, IWU is a strong institution. A number of changes and improvements have been made in the last few years." Re-accreditation was granted this time for ten years, although shortcomings in the humanities and social sciences were still indicated. We had more work to do in the Liberal Arts College to strengthen those programs.

Before the next North Central team visit in 1983, the weaknesses had been remedied and re-accreditation was again granted for a decade. That time, the team included a nursing dean from a state university, and they recommended making the doctorate an expectation for nursing faculty. That suggestion was soon implemented. There are specialized accreditation and certification requirements in teacher education, music, and nursing. Comments on these reviews are made in the sections dealing with these activities.

Due to the specialized nature of the components of higher education, program, department, division, or school reviews are advantageous to determine the quality of what is being offered, to assess its contemporaneity and content. I came to Wesleyan advocating reviews by outside consultants every four to five years. While we did not achieve that frequency, it served well as a guide, and in fact we had fifty-five reviews during my eighteen years. They were helpful in alerting us to problems or in confirming our own judgments. Reviews were welcomed by department heads seeking improvement. Those comfortable with the status quo occasionally showed hostility. Department head

input was invited in the selection of consultants, although the choice was reserved to the dean, and the results were always shared with the faculty in the field.

THE LIBERAL ARTS COLLEGE

"The endless controversies whether language, philosophy, mathematics, or science supplies the best mental training, whether general education should be chiefly literary or chiefly scientific, have no practical lesson for us today. This University recognizes no real antagonism between literature and science, and consents to no such narrow alternatives as mathematics or classics, science or metaphysics. We would have them all, and at their best."

Charles W. Eliot, *inaugural address, Harvard University, 1869*

"If the university repudiates the call to train technologists, it will not survive; if it repudiates the cultivation of non-practical values, it will cease to merit the title of university."

Sir Eric Ashby, *Technology and the Academics, 1958*

A listing of major program additions and discontinuances understates the extent of academic change within the Liberal Arts College, although it points to the concentration of effort required if we were to achieve improvements in the quality of our programs. There were four deletions—anthropology, home economics, speech, and men's physical education. Each occurred for different reasons. Anthropology had been offered as a major only four years when it was phased out in 1972. Only a handful of students had elected the field and the faculty was never added to make it viable. We had too many other needs for limited resources, and it appeared unwise to continue the major. In home economics, the Wesleyan program was the smallest in the state. We discontinued the major in 1972, and one of our own graduates, by then a professor at a major university, recommended ending most of our remaining offerings in 1975. Speech presented a different sort of problem. We had one outstanding faculty member among three who did not get along well together. A consultant from a large university found the curriculum outdated and over-extended. We clearly could not correct the difficulties with the faculty available, so the major was terminated and the one remaining faculty member was added to the Drama School.

In the case of physical education, our hand was forced by federal Title IX legislation in 1972 requiring equal opportunities for women, although we had not received any indication of interest in a major for women at Wesleyan. Rather than add faculty and recruit students for a women's major, we consulted with our men's physical education faculty and others outside the University and opted to discontinue the men's major in 1978. These deletions made resources available to strengthen other programs.

Accounting was added as a major offering in 1974, even though no course or faculty additions were necessary at the time. For a number of years we arranged for students to prepare for the CPA examination by joining the review course at Illinois State and later offered the course at Wesleyan after our numbers grew. It became one of our strong programs; students frequently scored among the top one hundred taking the CPA examination nationally. As computer interest expanded, we recognized it by establishing a joint major with mathematics, a development more fully described later.

Liberal arts departments varied in number of faculty from three to nine, making it possible for one or two individual faculty to have a sizable impact on the quality and following which the programs attracted. Bruce Criley assembled an outstanding faculty in biology—Robert Hippensteele, Jon Dey, Lou Verner, and Tom Griffiths—and attracted excellent students in what became one of our headline programs. Wendell Hess obtained American Chemical Society (ACS) approval for our chemistry major, and both he and David Bailey strengthened a department that much earlier had produced a president of the ACS, Carl Marvel.

Opinions will differ, yet after 1980 we had two or three science departments gaining national attention in terms of faculty scholarship and student achievement on graduation. Roger Schnaitter became a towering presence of scholarly accomplishment in psychology; when he spoke, we listened. At least one social science department and one or two in humanities were achieving similar recognition. The quartet of Jerry Israel, Paul Bushnell, John Heyl, and Michael Young, each as different as their fields of interest, helped bring history into the lives of our students. Heyl enjoyed portraying various historical figures to heighten student interest and even wrote a play on Karl Marx, performed in the experimental theatre. More important, we had many good departments and none that was inadequate.

Many changes were gradual and subtle. A modest increase in enrollment (circa 5 percent) during my first two years and a paucity of freshmen course offerings led to a serious imbalance in the curriculum. When there are inadequate spaces and alternatives for new students, things get tense. Many faculty wish understandably to teach upper level courses, and if the department heads do not carefully provide enough alternative options for freshmen, registration becomes a sticky process. Early recognition of this problem by faculty leadership brought resolution, not without trauma and student disappointment. Helpful changes included a new fine arts course designed by Jerry Stone (religion) for freshmen, which included a sampling of the numerous performance events available on the campus. The upper level humanities course was opened to a limited number of able freshmen. Later a humanities course for freshmen was developed, and the then-popular sociology principles course was expanded. Most importantly, careful monitoring of the spaces available by those handling the rolling registration of freshmen during the July orientation sessions for new students provided better options.

The 1972 self-study committee analyzed the 1967 North Central judgments: "students are taking too many courses and faculty are teaching too many classes," and "have fewer hours of class meetings per week." It recommended establishing a course unit system calling for faculty to teach seven courses per year and students to take nine. This reduced faculty contact hours by approximately one-seventh and entailed the reduction of course offerings by almost as much. The plan was adopted by the faculty and implemented in 1974.

That year a General Education Task Force of ten faculty and two students was created under the leadership of John Wenum (political science). It delivered a preliminary report in the spring of 1975 and a final report in 1976. The Curriculum Council chose to make several revisions before making its recommendations to the faculty. The changes adopted that fall reduced required courses from sixteen to fourteen of the total of thirty-four necessary for a liberal arts degree and enabled students to take a wider variety of options in meeting these requirements.

A single semester course (or proficiency) in English was the only unalterable degree expectation. The religion and foreign language requirements were retained, although the latter had already been reduced to three course units, and a new course requirement in the fine arts was added, somewhat in advance of the practice becoming more widespread among other colleges and universities. A bachelor of science degree option was retained chiefly for business majors, where quantitative skills were substituted for those in foreign language. This option was eliminated in 1989.

The continuance of the foreign language requirement, in contrast to its temporary abandonment by much of higher education, owes much to the adaptability and innovation of the foreign language faculty, especially to the leadership provided by Sue Huseman, who is a teacher of unambiguous ability. She has few peers in classroom performance and was able to inspire her colleagues in improving teaching techniques. With my encouragement, the Spanish faculty developed a course emphasizing the language for medical personnel, recognizing the medical direction of many of our students. The most important change was the shift from the language grammar approach to the oral-aural emphasis on student ability to speak and understand a second language. The faculty made language study enjoyable, and students responded enthusiastically.

The three-course language requirement could be taken in one year, using the January term for the second class, in a year-and-one-half, or by utilizing a two-week intensive trailer course offered early in the summer. The faculty promoted a concept called "Foreign Language as an Ancillary Skill," offering a "certificate of fluency" to those non-majors who qualified, encouraged foreign travel and study, and arranged double majors with business and other fields. National recognition became evident when faculty were called on to give presentations on foreign language pedagogy by several national associations. It became one of our success stories.

The division of business and economics was newly created within the College of Liberal Arts in 1968, although instruction in these subjects, as well as

the major in insurance, had existed for many years. William Beadles retired in that year, and Robert Harrington became the director for the next twenty-one years. Beadles was a difficult person to replace, yet Harrington saw a growth in student interest in business and economics from less than 15 percent of the student body to more than a quarter. Because of this rapid rise, faculty in the division consistently carried heavy course loads. New faculty members were difficult to find, but persistence yielded steady improvement in the quality of this important collection of programs, including the new emphasis in accounting.

Largely an outgrowth of faculty interest instigated by Sammye Greer (English) and John Heyl (history), freshmen seminars were established in 1980 as an option for able students not needing the regimen of a basic writing course. The seminars enabled faculty from across the campus to participate in tailoring a subject to involve students in discussing and writing about questions of value in a disciplinary context. Since they were open only by invitation, students found them hard to decline and stimulating once enrolled. Typically, four or five sections were offered each fall.

In an effort to reduce the need for double majors but yet acknowledge less than full major study in a second field, I requested that the faculty consider secondary concentrations. Doing so might also vitiate the felt need for full majors in business, which by the 1980s was claiming a quarter of all majors at Wesleyan as well as nationally. Beginning in 1982, the faculty authorized the offering of optional minors by the departments. Within two years, 15 percent of graduating seniors were taking advantage of this means of gaining recognition for substantial, but less than major, study in a field. The proportion using this option has grown slowly through the years. Again, the foreign language department made efficient use of the concept to better prepare both major and minor concentrators for what they wished to do. All departments and schools moved to provide minor options, and their popularity with students suggests they are serving a need.

During the late 1970s and early 1980s, the University sponsored a series of senior transcript studies by Larry Colter (philosophy) and Roger Schnaitter (psychology) to ascertain the actual composition of academic experiences our graduates were following. Alternatives and options within the requirements meant that a considerable variety of programs were possible, and we wished to know what patterns existed. These studies enabled the faculty to know what was happening within the parameters it had established and to further shape the curriculum accordingly. The review showed that students opted for more foreign language than expected, they were light in mathematics and science, and demonstrated interest in literature, the arts, and history.

Four major foundation grants enabled us to shape the curriculum in two principal directions during my tenure--in computer applications and in the interrelationships of liberal and professional education. In the fall of 1968, General Electric provided the University with a time-sharing terminal and direct access to their computer at the plant in Bloomington. Formal instruction in computer science began the following year. Late in 1970, we were awarded

a three-year College Science Improvement Program (COSIP) grant by the National Science Foundation. One of its components provided for multi-disciplinary computer applications, which released David Braught (chemistry) half-time for their development. I said in reporting on the grant at the time: "Fewer than one in ten of the qualified colleges and universities have received such grants, only one of every two colleges making application last year received approval, and...only seven grants (were) made.... Much credit must go to Dr. Wendell W. Hess and other faculty...." The grant also funded faculty and student research in six science and social science departments and the acquisition of the new telescope for the Mark Evans Observatory as well as psychology testing apparatus.

Next came the Mid-Illinois Computer Cooperative, a state sponsored group which gave us access to a large supercomputer, the Cyber 70. The latter connection did not work very well because of glitches in long-distance transmission lines and access problems at the computer. However, the consortium did encourage cooperative arrangements with ISU, particularly for administrative computing, with access terminals for the registrar, admission, development, and business operations.

The truly revolutionary development for computer education, as for the computing industry generally, was the introduction of microcomputers in the late 1970s. Apple II computers were first marketed in 1977, and we bought our first one a year later. That model and its updates became the dominant one in Wesleyan's academic inventory for the next dozen years. By 1984 we had forty-four in academic use, along with assorted other makes and models for specific applications, and soon there were well over a hundred. Laboratories were established in the science and liberal arts classroom buildings and in the library. Many faculty were dispatched to summer short courses to enable them to teach the introductory course in computing. This had two benefits; we were able to meet student demand for basic exposure to computing, and faculty were very soon exploring applications in their own fields of interest, further spreading the capability. By the early 1980s, more than 80 percent of our graduates had rudimentary exposure to computers.

About the time the microcomputers were making their entrance, Wesleyan developed a five-course sequence in computer science. This provided a basis in 1981 for establishing a joint major in mathematics and computer science. By then we were into our second National Science Foundation grant promoting the development of computer education, called Comprehensive Assistance for Undergraduate Science Education (CAUSE). This time, David Braught was the project director, and the thrust of the grant was for curricular and faculty development in computer science, although it also provided for the acquisition of additional microcomputers. The final effort toward the improvement of computer education during my tenure was the establishment in 1985 of a dedicated line and terminal facilities to the computer laboratory at the University of Illinois in Urbana. This connection provided access to four different main-frame computers. What took place during the eighteen years was a continuous evolution and expansion of computer education, enabling faculty and students



Bent School 3rd grade students quiz a college president

with significant interest in computers to develop that interest, and equipping practically all students with an opportunity to become familiar with microcomputers by gaining first-hand experience.

The other major curricular development stemmed from a suggestion in the 1973 North Central visiting team report: "If IWU could take advantage of its unusual combination of professional schools and liberal arts and develop a professional model of liberal education, it could make a distinctive contribution to American higher education." They expanded on the concept to suggest content in liberal arts courses containing values and issues of interest to those in health care, business, education, and the fine arts. The comment probably originated with one of the team members, Hoke L. Smith, then academic vice president at Drake University and later president at Towson State University in Maryland, who was interested in the subject and later wrote: "We no longer sought to borrow from the accepted prestige models. Our goal was to be the Drake of the nation, not the Harvard of the Midwest." The concept also had been elaborated by H. Bradley Sagan of the University of Iowa, whom we had visit Illinois Wesleyan on one or two occasions. An opportunity for us to explore development of the concept in our own setting was afforded by grants from the Lilly Endowment and the Kellogg Foundation in 1976, the largest awarded to us other than for building construction during my tenure. They augmented our academic budgets for the three years of the projects by approximately 3 to 4 percent.

The Lilly grant was used to develop and implement a liberal arts-professional model (or approach) to undergraduate education and the Kellogg project was entitled "Improving Career Opportunities for Liberal Arts College

Students." Obviously, the two projects were closely related and complementary. Wendell Hess directed both projects and was assisted operationally by Jerry Israel (history) on the first and by Kate Romani (career education) and Randy Farmer (graduate follow-up) on the second. While we fell short of establishing a distinctive model for American higher education, the work was highly beneficial to the University in providing incentives for curricular and support services innovation.

For the lasting benefits, we must wait to see how many pieces of the mosaic survive until 1999, twenty years after the project's completion. An appraisal written at the end of the project, involving faculty other than those responsible for it, plus the dean of Dickinson College, was very positive. Probably a more sustained effort would be required to fashion a fuller marriage of liberal and professional education as necessary for the preparation of a "whole" person.

The Lilly grant actually sponsored "more than thirty separate curriculum development projects" in a permissive approach which tried to enlist as much broad faculty interest as possible. To quote further from the project assessors, the Lilly faculty committee saw its responsibilities as:

"Fostering relationships between academic programs and student futures; concerning itself with the process by which students' values change while at Wesleyan; remaining alert to the interdisciplinary nature of student futures; and seizing opportunities to involve non-traditional faculty and off-campus experiences in the educational program."

Accordingly, these thirty-plus projects involved unifying (interdisciplinary) courses, better student development of basic skills (writing, oral, quantitative [including computer science], and foreign language), improvements in the quality of freshmen experiences, and broadening and improving the focus of internships.

Many of these ideas had preexisted; for example, business internships had been established for many years, but the concept was broadened to law and government and fine arts administration. Further preparation for the experiences before leaving the campus clarified their purpose. Similarly, the strengthening of the freshman year program had been an emphasis developed by the Academic Planning Committee, which had fashioned a set of freshman year objectives. Course development included freshmen humanities (Self and Society), human development, bioethics, and business ethics. Jerry Stone led the development of the new humanities course, a field in which he excelled as he did in the classroom, where his enthusiasm became so contagious at times that he appeared ready to lift off.

The Kellogg project was more focused on four areas: career education, internships, graduate follow-up, and continuing education. It led to the Career Education Center in 1977 with the use of student para-professionals for outreach, the expansion of internships just mentioned, a systematic follow-up questionnaire and information from graduates one-three-five years out of school, and various experiments in continuing education, including the still-functioning writers conference. The employment of student para-professionals

was particularly effective, and I subsequently advocated other opportunities to involve students in teaching and mentoring roles, in which both teacher and taught benefitted by enhancement of skills.

Improvements in career advising included adding to the highly successful pre-medical advisory committee established in 1972. The pre-law committee was added in 1974, the graduate business committee in 1979, and the pre-engineering and graduate fellowship committees, both in 1982. The last committee was a faculty suggestion, and the validity of the concept was illustrated in a letter from the Harvard Law School in 1978 when we had six students from Illinois Wesleyan in attendance. One of their assistant directors of admission wrote:

"It is...unusual for a school the size of Illinois Wesleyan to have that many people in attendance here....Because of the relatively small number of applicants from your school, and the high quality of those applicants, the percentage of applicants admitted from Illinois Wesleyan has been between 50-75% since 1975. This is undoubtedly one of the highest overall percentages of any school in the country....there must be some excellent prelaw advising going on at your school..."

Bruce Criley and his colleagues on the pre-medical committee, many who came from a wide variety of disciplines, avoided excessive disappointment of students by advising those early for whom success was unlikely. They became widely known for their frank and collectively written letters of reference on which medical schools could rely. These letters contributed to our high acceptance rate into medical and graduate schools.

All colleges have their success stories, but they happened frequently enough at Wesleyan to confirm that the Liberal Arts College was accomplishing its mission. For example, in 1981, three graduating seniors were accepted for graduate study at Harvard—one in law, one in medicine, and one in theology. *The Pantagraph* ran the story. Lee Christie had a perfect score on the Law School Admission Test, and ten years later he was a practicing attorney in Chicago. Jeff McIntosh spoiled the triumvirate by actually going to Johns Hopkins Medical School, not a second choice alternative, and he became an orthopedic surgeon. Jeffrey Phillips, who had served as Student Senate president in 1979, completed Harvard's Divinity School and went to Zimbabwe as a United Church Chaplain.

A program for women in management was started in the mid-1970s by Lee Short, our development director. It was called "Room at the Top" and involved three or four Bloomington-Normal firms who agreed to provide part-time management experiences for women during the school year plus full-time summer employment. The carrot for the companies was the possibility of a permanent relationship with good management candidates since the women in the program were highly selected. After the Career Education Center was formed, the program was moved under that office, and periodic meetings were held with the participating students to monitor their progress and to share experiences.

Another small grant funded by the Ford Foundation through the Association of American Colleges dealt with "American Agriculture in the Liberal Arts

Setting: An Interdisciplinary Approach.” It was one of thirteen grants awarded from 157 applications and built on our regional agricultural ties in developing a course on agriculture. The Woodrow Wilson Foundation included us in their Visiting Fellows program, which brought us a one-week visit of six interesting people from 1981 to 1985, including the defense correspondent of the *Baltimore Sun*, an oil company research and development executive, the city manager of Columbia, Maryland, a federal circuit court judge, and a foreign service officer.

The Sloan Foundation sponsored a concept called “The New Liberal Arts” beginning in 1981 which related closely to and augmented what we were trying to accomplish under the Lilly project. It involved infusing course content with certain aspects of applied mathematics, technological literacy, and computer usage. Although we were not a part of the Sloan project, we had George Drake, president of Grinnell College and a historian, talk on the subject to our faculty. Later, under the auspices of the Stevenson Lectureship, we had Professor Elting Morison of MIT in a panel discussion of the subject. Collectively, these modifications and emphases indicated the direction in the curriculum we sought to impart from 1968 to 1986.

One of the more perplexing curriculum problems concerned the changing fortunes of teacher education programs as population growth slowed, and what kind of certification and accreditation to seek. Illinois Board of Education certification was crucial and this we obtained without problems. With some difficulty before I arrived, the institution had sought and eventually obtained accreditation from the National Council on the Accreditation of Teacher Education (NCATE). This presumably conferred national acceptance on the program, even though many states granted reciprocity to those certified by other states. Some of the emphases by the Illinois Board were different from those of the National Council. Our situation was further complicated by our large music programs and the fact that the National Association of Schools of Music (NASM) was the essential accrediting agency in music. Again, there were differing emphases between NCATE and NASM.

In the 1972 NCATE review, our secondary programs were called into question chiefly on the basis of limited numbers in several of them. As numbers shrank in the 1970s, there appeared to be a turf contest between the larger colleges of education and smaller liberal arts institutions engaged in teacher preparation. We were held in “purgatory” for several years and finally approval of our secondary programs was withdrawn in 1975. John Clark and I accompanied our education faculty leaders to an NCATE evaluation board meeting in Memphis, and I appeared again with the chairman, Lucille Klauser, in Washington a couple of years later. We discovered that contrary to NCATE published procedures, our appeal was heard by several of the same members who had considered our case originally. When I pointed this out to the executive director of NCATE, he agreed that we had a valid complaint, but no steps were taken to redress our grievance. When our next review came up in 1982, we did not perceive that the situation had improved, and after consultation inside and outside the institution, we discontinued our membership.

Specialized accreditation is of questionable value for professional programs unless an institution is prepared to go all the way in following prescriptive curricular practices which may be highly intrusive in terms of the proportion of courses required in the students' total undergraduate program. Undoubtedly NCATE meant well, yet I think the historical judgment of their influence in primary and secondary education finds them wanting. The later defection from NCATE by a number of major universities appears to confirm our action. This same judgment applies to business accreditation, which we and most liberal arts colleges never attempted, and also to that in home economics, which we abandoned.

The Sheean Library was occupied at the beginning of the fall term in 1968. It proved to be a very accessible and compatible facility for a college library. The organization and adequacy of the collection, however, left something to be desired. Clayton Highum joined us as director of libraries in 1972 and was quickly engaged in dealing with these problems. The following year the Media Center was set up in one of the unoccupied ground level quadrants under the enthusiastic leadership of Janet Bedford. Much wider use of non-print media was promoted and made readily available. The Thorpe Music Library was moved in the renovation of Presser Hall in 1972, and the music librarian was integrated into the staff as fine arts librarian. Overall organizational problems were successfully overcome, and a working collection for undergraduate needs was provided. How far it was appropriate to go in deepening the research collection and adding to the proliferating number of scholarly journals becoming available—we already subscribed to 1100—was problematic.

Fortunately, technology was becoming available to enable the smaller libraries to have access to the resources of the larger libraries, and Highum and Dean Hess determined to pursue the technology vigorously. The Kellogg Foundation assisted 300 colleges, including Illinois Wesleyan, in becoming members of the Online Computer Library Center (OCLC), a computerized cataloging system in 1976. Four years later, we installed a data base terminal to DIALOG, an extensive bibliographic reference service located in California. That same year the Lilly Endowment sponsored our participation in a group of twenty liberal arts colleges to assess library needs and management practices under the auspices of the Association of Research Libraries. In 1981 the Illinois Library and Information Network (ILLINET) Online computerized library catalog was installed, including 800 libraries, providing access to 20 million items through the Illinois Library Computer System Organization, which now includes thirty-eight academic institutions in the state. Interestingly, some of the smaller libraries in the system, including Illinois Wesleyan, quickly became net lenders, justifying their importance to the consortium. By participating in these groups, Illinois Wesleyan faculty and students were able to be "state-of-the-art" users of library resources available throughout the country.

Students are capable of malicious pranks. In the spring of 1978, several of them secreted themselves in the library at closing time, and piled up thousands of volumes on the stair landings. Several days of work were required to get

them back into their places on the shelves. It was probably fortunate that those responsible were never apprehended, otherwise the wrath of Solomon might have been visited on them. Staff members present at the time still do not see any humor in the act.

THE COLLEGE OF FINE ARTS

"One ought, every day at least, to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words."

Goethe, *Wilhelm Meister's Apprenticeship*, 1795

The Fine Arts College had been in existence for twenty years when I arrived. It was an unusual combination of faculty and student talent for a liberal arts college in a small prairie city. A bachelor's degree program had been launched in music in 1919, and the school achieved regional prominence under the leadership of Dean Arthur E. Westbrook during the 1920s and 1930s. The Art and Drama Schools were early post-World War II ventures in 1946 and 1947, respectively. Given these distinctive programs in a Midwestern college setting, how could we capitalize on their presence to enhance the entire institution and add to the experience of all students passing through our doors?

The Fine Arts College was not without its problems. The 1967 North Central visiting committee challenged its existence, calling it a "paper organization," an accusation the North Central consultant continued to echo for two years in calling for dropping the designation. I resisted this advice or its implied alternative, placing it under a fine arts dean. The other problem was more basic and continuing, the search for leadership of the schools, particularly after the deaths of Carl Neumeyer and Rupert Kilgore following successful tenures of twenty and twenty-five years. The replacements did not always succeed and four times the searches ran into one or two additional years, necessitating temporary replacements. I was involved in searches for four music directors, three art directors, and two drama directors. In eleven of my eighteen years, we were looking for a director of one or more of the schools.

The new Alice Millar Center for the Fine Arts was dedicated in 1973 on the twenty-fifth anniversary of the creation of the College. A new art building replaced several old houses that had served the School since its inception, Presser Hall was totally renovated and a new music building added, and the Drama School gained an experimental theatre. Nevertheless, buildings do not make a college, people do. Augmented funding was provided for the Fine Arts Festival, a consistent effort was directed toward increased linkages between the Liberal and Fine Arts Colleges, a new musical theatre degree was inaugurated in 1977, and arts management programs were instituted in 1978. By 1982, the North Central visiting team was no longer attacking the existence of our Fine Arts College. Instead, it wrote that "The faculty in the Schools of Art, Drama, and Music demonstrate a vitality and tradition which surely must be a valued

heritage of Illinois Wesleyan University. Programs are sound, facilities are superior, and equipment and library resources are substantial....great efforts have lately been made to integrate the fine (arts) and liberal arts.”

Strong programs can be a mixed blessing. They tend to sustain and enhance themselves because of their attraction for both students and faculty. At the same time they invite ossification when things are working and there is little reason to change. The School of Music was delicately poised between these antipodes for the decade 1968-78, and then, partly as a result of the lack of sustained leadership, it failed to adapt rapidly enough as enrollments in music education declined in the late 1970s and early 1980s.

The Music School had many very accomplished faculty and students and we saw some of the clouds approaching, but we lacked the ability to bring about change before our student numbers tumbled distressingly. It could have been otherwise. We were slow in learning the need for student recruiting (as opposed to thinking that students were bought with financial inducements), liberal arts students interested in music study were not encouraged for too long, and methods and programs were allowed to languish rather than react to meet new conditions.

The agony in terminating the master's degree program in music is illustrative. It had existed since the 1930s, but had shrunk since the late 1940s as public universities usurped the market with their low tuition during the summer, when many of the music educators enrolled. The problem was how to convince the faculty that energies should be directed away from what they viewed as a prestige activity. Finally, William Hipp sought help from the National Association of Schools of Music (NASM). They sent two music school deans who assessed the program in 1974 and recommended discontinuance, which was done the following year.

Accreditation by the NASM in 1978 presented no problems—the enrollment slide began the following year. They applauded our endeavor to reestablish a vigorous string program, which we tried repeatedly to do without marked success. (This was subsequently accomplished). The band programs were improving under the leadership of Thomas Streeter (jazz-low brass) and Steven Eggleston (wind ensemble-high brass). We were strongest in vocal music, where our long-serving faculty were Henry Charles, David Nott, Robert Donalson, and Sammy Scifres. They produced more than half a dozen opera singers during my years—Roger Roloff '69, Z. Edmund Toliver '70, Susan Quittmeyer '75, Karen Huffstodt '77, Brenda Hemann Harris '79, Andrea Huber '81, and Dawn Upshaw '82—as well as many able music educators.

Roger Roloff was not a music major at Wesleyan, although he was a member of the Collegiate Choir and studied voice with David Nott. When the School of Music announced the staging of “Carmen” in the spring of 1969, I was concerned whether or not it had the voices for such a well-known opera. No need to worry, two of the cast are now professional singers, and two more teach at the college or university level. Roloff carried off the role of Escamillo, the torador, in amazing voice, as did Ed Toliver in the role of Zuniga. For six years



Kathleen Battle singing Haydn's "Nelson Mass" with IWU choirs 1974; she returned in 1975 for Bach's "Mass in B Minor"

after leaving Wesleyan, Roloff continued graduate study in his major field, English, before turning to his secondary interest in opera. Since then he has sung with opera companies and orchestras from Seattle to Berlin and won acclaim for his Wagnerian roles.

Karen Huffstodt attracted our attention with her bold soprano obbligatos while singing with the jazz choir, the Wesleyan Singers. The next time I learned of her activities was the *Washington Post* announcement that she would be singing opposite Plácido Domingo in the world premiere of the opera "Goya" by Gian Carlo Menotti at the Kennedy Center. Queen Sofia of Spain was in attendance.

Dawn Upshaw first caught my attention at a President's Convocation appearance. Her senior honor recital included Bach, Poulenc, Strauss, and an American

premiere of a Geoffrey Bush song cycle. The potential was apparent. Two years later she was in the Metropolitan Opera's young artists development program, and the following year she won the Naumberg Vocal Award. That year also marked her appearance in a major role in "The Marriage of Figaro" at the Salzburg Festival. Dozens of roles at the Met have followed, and she also has become a recording star with two Grammy Awards for Best Classical Solo Vocal Performance.

Our keyboard instruction was always strong with Dwight Drexler, who served the last eleven of his impressive forty-five years during my time, Larry Campbell, David Gehrenbeck, and Bedford Watkins. Gehrenbeck and his students performed the entire canon of Bach organ works to celebrate the tercentenary of his birth—the feat stretched over a decade and involved forty-three performers. With the assistance of the Lilly grant, we developed a program in piano pedagogy.

Dwight Drexler was clearly in command of the piano and musical interpretation, whether playing Beethoven, Chopin, or Schumann. He accompanied Lauritz Melchior, among others, at a Bloomington concert, and performed before composers Aaron Copeland and Ernst Krenek in the annual Symposium of Contemporary Music. Twice he was called on to serve as interim director during the 1970s while we repeatedly sought to reestablish the School's leadership. Always as honest in conversation as in music, Drexler's retirement at the end of his long tenure left an irreplaceable hole—the end of an era stretching back into the 1930s.

For one who loves music and musicians, I found it especially painful to leave the Music School in the predicament it was undergoing. I took solace in the appointment of Robert Kvam as director, combining a solid background in choral music with leadership experience in a liberal arts college, and in his potential for solving problems. Todd Tucker already had placed the theory program in an improved posture, and the many talented students and faculty bode well for its recovery.

Enrollment problems had appeared in the School of Art earlier in the 1970s, but the art faculty had responded more quickly to the possibility of serving the liberal arts students with both studio and art history courses. We were fortunate in the appointment of a gifted art historian, Timothy Garvey, in 1980 with an understanding of studio work. Photography and graphic design were upgraded as parts of the studio program in addition to the more traditional fields. Fred Brian, printmaker and painter for thirty-two years, provided continuity in the School after Kilgore's death; Miles Bair, an imaginative painter, became director in 1979. Ann Taulbee replaced Brian in 1984, bringing fresh approaches to the School.

The School of Drama was organized during the 1967-77 decade as a production company. This had its advantages and disadvantages. Those frequently cast in principal roles readily became a part of its esprit de corps, those who were not felt left out. The problem was that as an educational institution, we had an obligation to every student, and the academic emphasis had to be paramount. The balancing of these competing objectives was not easy—to prepare for roles in the professional theatre, rigorous performance experience is necessary; to offer baccalaureate degrees in drama, solid academic preparation is the sine qua non. For more than thirty-five years, John Ficca constituted a commanding presence in the School, in and out of the role as school director. He exercised an important influence on the building of the present house, McPherson Theatre, and as an acting teacher, director, and playwright. Carole Brandt, who served as school director for five years, was an inspiring leader, as her successes and students testify, and as indicated by her subsequent appointments as chairperson in theatre at the University of Florida and Pennsylvania State.

One of her contributions to Illinois Wesleyan was to involve the University in the American College Theatre Festival (ACTF). In 1981, one of our students, Andrea Huber, was one of two students chosen nationally for the Irene Ryan Acting Scholarship at the Kennedy Center in Washington, where she acted in

an excerpt from Chekhov and performed a song from “Die Fledermaus.” Subsequently, she became an opera singer in Germany.

An IWU production of “Working” was chosen to open the Kennedy Center ACTF presentation in 1984 with three performances. It required a large cast, some drawn from the Liberal Arts College. More than half of our Drama School students made the trip. *The Washington Post* reviewer wrote:

“Among the large cast, a few of the performers appear genuinely talented, a lot more look awkward, but all of them are eager and earnest, which is the first requirement for the job....The production has been soberly staged by Jason C. Dunn....To its credit, the show doesn’t try to be flashy—just honest. Give it points for that.”

The Drama School was enhanced by the establishment of the E. Melba Johnson Kirkpatrick Theatre Artists Series, which brought Helen Hayes, Uta Hagen, Josh Logan, Edward Villella, John Housman and others to Wesleyan for work with students. John Clark, who had gone to grade school with Uta Hagen, playfully used that hidden connection in introducing her to an after-dinner audience.

In 1972, we combined part-time dance positions in drama and physical education to create a full-time movement position housed in the School of Drama. This became an integral part of the Music Theatre degree program launched by the Schools of Drama and Music in 1977. We probably made inadequate preparation for the new program. Each School insisted on most of its own requirements, squeezing the students initially. We had it reviewed by outside consultants in 1978 and again in 1982. At that time, Jason Dunn was placed in charge.



“Working” at the Kennedy Center, Washington, D.C. 1984

The curriculum was simplified, and it became one of our most attractive offerings in the Fine Arts College.

THE SCHOOL OF NURSING

"I am all for the nurses. If they are to continue their professional feud with the doctors, if they want their professional status enhanced..., if they infuriate the doctors by their claims to be equal professionals,...I am on their side."

Lewis Thomas, *The Youngest Science*, 1983

Former President, Sloan-Kettering Cancer Center

Nursing is an evolving profession. The establishment of the bachelor of science in nursing (BSN) degree program at Wesleyan in 1959 was one of the early baccalaureate programs. It followed thirty-five years of collaboration by the University in offering a joint program with the Brokaw Hospital diploma school. The difference was the assumption of all responsibility for clinical teaching by the University's own faculty. One of our alumnae, Mary Shanks, became director of the School in 1960 and served for sixteen years. She was one of the early nurse educators who had a doctorate, was the author of a book in her field, and held the rank of captain in the U.S. Navy Reserve. The program succeeded early not only because it was done well, which it was, but because it offered the opportunity for nursing students to participate fully in college life as opposed to the programs at many major universities, where the nursing school was the lowest rung on the ladder in a medical school complex.

Mary Shanks ran a tight ship, which occasionally interfered with her many fine qualities. After I had been president a few months, she chastised me charging that I had provided no response in writing to her eight memoranda to me. I replied that I did not think it was necessary to plaster our small campus with paper, that I was accustomed to making important internal decisions orally. Many of her requests appeared excessive through the years relative to the dire needs elsewhere, especially in the Liberal Arts College.

The accrediting agency for nursing education was the National League for Nursing (NLN), which had approved our program for the maximum term of eight years in 1963, just before the first class was graduated. This meant they visited again in 1971 and 1979. Not to be outdone by other agencies, they required as much preparation for the School as the North Central Association did for the entire University. As nursing sought its own identity, they pushed nursing schools to shift from the medical school model to one derived conceptually for nursing. Our faculty chose the "Orem self-care deficit" framework for its curricular design. This meant shifting from the traditional medical-surgical, maternal and child, psychiatric, and community health nursing to courses recast along health deviations lines. It necessitated a revisit by the NLN in 1983 to make sure we had it right. Fortunately, we did.

Through most of the 1970s nurses were in short supply, turnover in faculty was high, but the situation gradually changed as other baccalaureate and community college programs multiplied. Three-year hospital diploma programs thinned out, but did not end as abruptly as predicted by the American Nurses Association. As competition quickened, we sought to improve our position and service to the area by offering a registered nurse degree completion program in 1980. This was further augmented by drawing an agreement in 1986 with the Methodist Medical Center of Illinois in Peoria to enable nurses in their diploma program to change to our baccalaureate program without loss of time or credit toward completion in four years. Another venture designed to broaden student options was a school nurse certification program initiated in 1983. None of these involved large numbers of students, but they added dimensions to our School and helped counteract diminishing applicants in the 1980s.

By then, women had many more professional options in addition to nursing and teaching—in medicine, law, and business, to name a few. Sporadically, through the 1970s, the nursing faculty had offered a health course for students across the University in the January term. In 1984-85, this was developed into a four-course offering, and several years later it was expanded further and made into a minor concentration.

The Nursing School was always an excellent program with a dedicated faculty and a strong sense of its mission. Competent directors were hard to find. We were fortunate to appoint Alma Woolley, a director of rare ability and unquestioned integrity, who moved the faculty into the new Orem curriculum and the doctoral requirement and then moved herself to become the Dean at Georgetown University after almost five years at Wesleyan. Connie Dennis, one of the School's alumnae and a faculty member, was the first to complete her doctorate after they were expected before tenure for new faculty. Donna Hartweg, who became a faculty member in 1978, also later acquired a doctorate. She was both fully dedicated and obviously able and was appointed as director a decade later.

OTHER FEATURES OF THE WESLEYAN CURRICULUM

"Nobody has ever figured out just why we thought everything could be learned in four years. It just seemed a good even number I guess and we used it."

Will Rogers

Lloyd Bertholf led the faculty into the January term calendar arrangement in 1965-66. The practice was still in its early stages when I arrived, the fall and spring semesters were of uneven length, and the concept was rapidly being adopted particularly among colleges with less than 2500 students. It was and has remained very popular with students; the principal difficulties appeared to reside in mathematics, where slower absorption works better, and in music with the interruption of studio and ensemble routines. It was readily adaptable

to travel courses, both foreign and domestic, innovative subjects and internship experiences, and the foreign language faculty learned to benefit from its “total immersion” opportunity. We quickly evened out the fall and spring terms and avoided the fiscal pitfalls of many institutions by making it obligatory along with the fall term, rather than optional.

Faculty leadership thought more could be made of the January experience on campus by the intensive study of a theme that might engage larger numbers of students. The following January term themes and numbers indicate the extent of faculty efforts:

- 1976 The Bicentennial, 14 courses, 473 students
- 1977 World Hunger, 87 students
- 1978 Living with Technology, 6 courses, 99 students
- 1979 Human Rights, 11 courses, 203 students
- 1980 Bloomington-Normal: A Regional City in Focus,
8 courses, 200 students
- 1984 Orwell 1984, 17 courses, 400+ students

In the more expansive years, featured speakers were combined with other events, such as the production of Thornton Wilder’s “Our Town” with community participation in 1980. Not everyone could afford to be off-campus, and these thematic Januarys increased the excitement for those in Bloomington. It appeared that during the four years about half of the students were having at least one off-campus study experience. As colleges lost enthusiasm for the January term—there were only slightly more than 200 using the arrangement in the mid-1980s—the Wesleyan term remained an attractive and distinctive feature of its academic experience.

One of the hopeful ventures of the late Bertholf years which ended in disappointment but not despair was the Central States College Association (CSCA), established in 1965. Twelve church-related colleges were included—in five Midwestern states, four in our athletic conference, and with five different religious traditions represented. The early promise was high for student, faculty, and visiting scholar exchanges and for academic projects.

After the initial excitement of early efforts, not enough solid participation was found in student exchange and in two projects, one in philosophy instruction in Chicago high schools and the other in shared institutional research. I attended more than a dozen, mostly two-day meetings of the presidents and deans, from 1968 to 1972, when the program’s active phase ended. Those of us who wanted to spend a little money and get on with additional joint ventures were just about offset by others who wanted to hold back and proceed cautiously—mostly to talk endlessly about whether the deans should participate (they usually did) in our deliberations and equally trivial matters. In the words of Frank Gamelin, our last executive director, several of the institutional leaders lacked confidence in where we should be going as colleges, and in what should be the focus and essential mission of colleges of our type and size.

Not all was lost, however. The effort had its positive side. The student exchanges went on for another five years. By then we had gained access for our students to most of the programs of the Associated Colleges of the Midwest (ACM), a group of thirteen colleges, and shortly to some of those of the Great Lakes College Association (GLCA), a group of twelve colleges, including opportunities for arts management internships. The experience also encouraged us to seek affiliations with a variety of institutions of greatest benefit to students—for example, foreign language internships in Germany through the University of Cincinnati, engineering program linkages with Case-Western Reserve, Illinois, Northwestern, and Washington University. It also reminded us that we must rely on ourselves if we were to achieve success, that our own efforts rather than those of an association or consortium were more crucial to our salvation.

Another unique aspect of the Wesleyan program was what went on during the summer—the third of the year when our primary programs were off season. The master in science teaching degree, funded by the federal government after Sputnik, was winding down as I arrived after an eleven-summer run. So was the master's program in music, as mentioned earlier. In 1964, prior to my arrival, the Dean of Students office had started running a series of summer orientation sessions for new students. We improved these and infused them with more academic content, including academic advising and actual registration for fall classes. Soon after becoming registrar in 1968, James Barbour devised full registration in the spring for continuing students and during summer orientation for new students, eliminating the long lines that had been traditional for that task. Administrative staff and representative faculty met with students each summer and we encouraged parent participation. Our thinking was that a good beginning helped insure later academic success. We soon had more than 80 percent of entering students attending in the summer with an average of one and one-half parents. All received an extensive exposure to the faculty, staff, and campus, including a theatre production. Judging by the number of other institutions who sent representatives to observe, we soon gained a reputation for improving the transition to college. The objective was to present the institution as truly as possible, to minimize shocks and surprises, and to communicate the academic priorities along with the realities of health, security, and residence hall life.

Second, we sought to employ our summer resources insofar as possible in offering adjuncts to our academic programs. Several imaginative alumni seminars were operated beginning in 1974 and discontinued after failure to generate enough interest three years later. People do not think Central Illinois is an ideal place to spend a week in the summer! Summer directed study evolved from independent study to eliminate some obvious excesses, and the foreign language trailers were instituted. Summer theatre continued in an increasingly competitive environment, owing largely to the continuing interest of John Ficca. The College Credit in Escrow program of college credit for able high school students between their junior and senior years, started in 1963 by an innovative Lee Short, reached a high point of five classes and 93 students in 1977, then

waned and was eventually discontinued as too many colleges got into the act. One successful venture was initiated by Bettie Story, children's writer and editor of Central Illinois Conference (United Methodist) publications, in 1977. Her week-long writers' conferences, now in the sixteenth year, have brought an interesting group of writers and aspiring scribes to the campus.

It was clear to us early that we probably did not have the potential to fill up much of the summer with academic endeavors because of the low-cost programs marketed by Illinois State University and other competitive institutions. Very early, we sought to attract as many users of facilities as possible and the closer the connection with the University, the better. Specifically, the more we could expose the campus's attractiveness to people who might refer students to the University, the more we would be helped. In addition, we could generate enough revenue to employ a couple of additional faculty during the year.

Repeat visitors included church women, United Methodist ministers, tax assessors, trial lawyers (who caused comments about their expensive and exotic automobiles), and cheerleaders and pep squad aspirants of every description, who enlivened the campus from early until late running through their routines with unbounded energy. The staff found it easier to satisfy church women of other denominations than our own, who often expected more amenities than we had available. We brought the music camps back to the campus, again in order to let them see and use our excellent facilities first hand. It was surprising to ask new students how they first learned of Illinois Wesleyan and to hear them reply that they had attended a cheerleader or music camp here or that an aunt attended a Lutheran women's conference at Wesleyan.

Curricular directions described in this chapter, faculty upgrading and development, and improvements in student services were all designed to enhance the comparative advantages of Illinois Wesleyan—the four distinguishing characteristics of what it did well in higher education. They were: (1) the combination of quality liberal arts learning *and* professional studies, unabashedly offered together, (2) an unusual emphasis in the fine arts schools offered in close collaboration with the liberal arts, (3) the maintenance of the Methodist relationship and a concern for values in an open and ecumenical setting, and (4) the recognition that student success is our measure, that services to enhance the learning environment—in advising, counseling, and living arrangements are important to the personal lives and well-being of students. We could perfect these attributes only if we could attract the physical and financial resources, the volunteer support required for their realization. That is the story of the next three chapters.

Chapter 5

The Campus: Wesleyan's "Academical Village"

*"The American university is a world in itself, a temporary paradise,
a gracious stage of life...."*

Le Corbusier, *When the Cathedrals Were White*, 1937

Despite competing architectural concepts, Thomas Jefferson's design of an "academical village" for the University of Virginia became the prevailing prototype for the American campus. On the occasion of the 1976 bicentennial, the American Institute of Architects voted Jefferson's academical village "the proudest achievement of American architecture in 200 years."

The typical American campus described by Paul Turner in *Campus: An American Planning Tradition* (1984) exhibits two characteristics. The first was "individual colleges in separate locations" as opposed to clusters of colleges in universities like Oxford and Cambridge. The founding fathers had repeatedly proposed the establishment of a national university, but it never came into existence, the Congress had other priorities. Universities were created in America in the late nineteenth century, and there continued to be many freestanding liberal arts colleges like Illinois Wesleyan scattered throughout the hinterland. The second characteristic was no less unique. Spatially, colleges were open and expansive, unlike the cloistered and enclosed quadrangles found among European institutions. Jefferson had written of his proposed village in 1819, "It forms...a regular town, capable of being enlarged to any extent which future circumstances may call for." That was becoming the pattern for America's emerging educational institutions, and it remained so.

Illinois Wesleyan had the prairie and not much else—no hills nor trees after the locusts and the elms were gone, no meandering stream. There is the concrete-lined drainage ditch that is a branch of Sugar Creek, dipping down from the north almost missing the campus. The original ten-acre site was skimpy in size for an American college. By the time we arrived in 1968, its size had been tripled to accommodate institutional expansion, house by house, lot by lot. In comparison to the other sites considered historically—the west side co-opted by

the railroad or Miller Park—the location proved to be a good one.

The Quadrangle existed, bisected by University street and intruded upon by vehicular traffic along East street. By then Old North was a memory, and meaningless sidewalks led to a Main Hall that no longer existed. Weeds were everywhere as if the University did not care about itself. Most of the Quadrangle building sites were occupied, except to the east. Fortunately, in that direction there was an opportunity for an architectural focal point.

In 1968, the seventeen principal buildings were solid and well crafted, but architectural distinction was lacking. The three buildings erected during the 1920s—Buck Memorial Library, Memorial Gymnasium, and Presser Hall—followed different Gothic or classical mentors. Aside from the two glass and steel architectural aberrations of Holmes and Sherff Halls, the post-World War II structures had maintained greater consistency. Three contained elements of Georgian design, and the others were clearly of modern origin. Fourteen of the seventeen structures utilized external red brick construction and exhibited some familial characteristics.

In the two decades after 1968, five large buildings were added and the campus was almost doubled in size. Still a relatively compact campus with its structures concentrated on and around the Quadrangle, appearances had changed. The Quadrangle had been integrated and landscaped. Although a campus does not make a university, first impressions are sometimes the only impressions, and they can encourage further interest in more important qualities. Two beautification awards had been made by the city, one for the Quadrangle landscaping in 1978 and one for Evelyn Chapel in 1986. The University was presentable, and its inhabitants were proud of it.

LANDSCAPING AND EXPANSION

"The great central heartland of our country presents...a seemingly endless expanse of flat to gently undulating land beneath a great dome of sky..."

"There is a certain monotony about it, but when one stands on that flat surface with the sky arching all around—with a glorious, unimpeded view of sunsets and stars—one feels directly in touch with the great natural forces of the world."

Nelva M. Weber, *How to Plan Your Own Home Landscape*, 1976

As I studied the campus for possibilities, it gradually became evident to me that the most redeeming and rewarding feature was what the Hedding Hall fire (1943) left in its eventual wake, space—a stretch of prairie that could be beautified with trees and shrubs and grassy intervals. Not a steppe, pampas, moor or heath—the Quadrangle was a Midwestern prairie surrounded by the principal buildings of the campus. And we still had that last opening to the east, which the chairman of my search committee had pointed to from the deck of the Student Center and said, "That's where the chapel goes."

There was much to do before the Quadrangle could be fully achieved. University and East streets had to be closed, the South campus or Fine Arts Center was yet to be realized, and there were still a few pieces of important real estate to acquire, without the right of eminent domain. The first step I made in this direction was extremely modest, wholly inappropriate, and clandestine. As the new Library approached completion in the early spring of 1968, I learned that the small area behind and to the north of it—the view from the lounge within—was to be blacktopped and made into an expanded parking area. I called Phil Kasch, the business manager, and suggested that he might stall the blacktopping until I arrived, after which we would forget about it altogether. He willingly became my accomplice. Until this day, I have not confessed to Lloyd Bertholf that I willingly invaded his authority (he might even have agreed to do it himself, had I been bold enough to suggest it to him). At any rate, that is how we preserved one little additional green area in the Quadrangle compound.

Because of fiscal restraints, beautification started with what was “quick and cheap.” We got rid of the weeds, replaced the broken bench at the Main Gate (nobody professed to have noticed it), and reattached the dangling shutter hanging precariously beside a second-floor window of Pfeiffer Hall. I appointed a beautification committee of faculty, staff, and students, which helped with a number of ideas in the formulating period before deciding on larger plans. Eventually the “British flag” pattern of sidewalk design gave way to the sweeping ovals suggested by alumna Nelva Weber on her first visit on Quadrangle layout in 1971. That year we also employed a trained horticulturalist as grounds foreman, a practice we continued through the remainder of my term.



Nelva Weber had been an English major at Wesleyan and valedictorian of her class in 1931. She went on to the University of Illinois to study landscape architecture, although Wesleyan President Davidson advised her that it was not an appropriate field for a young woman. She became a highly successful landscape designer in the New York area and had done earlier work for Illinois Wesleyan in the late 1940s around the Student Center, Pfeiffer, and Magill Halls, including the Patio area. Several fellow alumnae were instrumental in sponsoring her work on the Quadrangle in 1971, including one who contributed funds for her retention. The IWU League also became interested in campus beautification and provided funds for a Kilgore plan to improve the Holmes- Shaw Hall corner in 1970. Faculty interest had fostered the red bud trees in front of the Library and their contributions led to the Bertholf Garden north of the Student Center. Also in 1974, memorial funds for Adlai Rust were directed by the family to be used for Quadrangle plantings. Aside from sporadic efforts, not much landscaping had been done around the University in the 1950s and 1960s, and we were sorely in need of it.

On her initial visit in 1971, Nelva Weber came early enough to observe student pedestrian traffic on the campus. This led to her oval sidewalk layout and her emphatic position that the closing of University street was essential to the development of the Quadrangle. Before she returned in the summer of 1972, we approached the Bloomington City Council with our petition for the vacation of the block of University street between East and Park streets. We had first to negotiate with the local bureaucracy, the McLean County Regional Planning Commission, and the Bloomington Planning and Zoning Commission. After two meetings in which the Council considered our petition, the request was denied because of a 75 percent requirement for affirmative votes of the Council's five members, which we could not muster with one member opposed and one not voting to avoid the appearance of conflict of interest inasmuch as he was a partner in the same law firm as the University counsel. I had experience in lobbying and testifying before Congressional and state legislative groups, but I was not prepared for the frustration of dealing with local political representatives. We tried again eight months later, and after the petition was discussed and voted on in three more meetings, the petition was again denied.

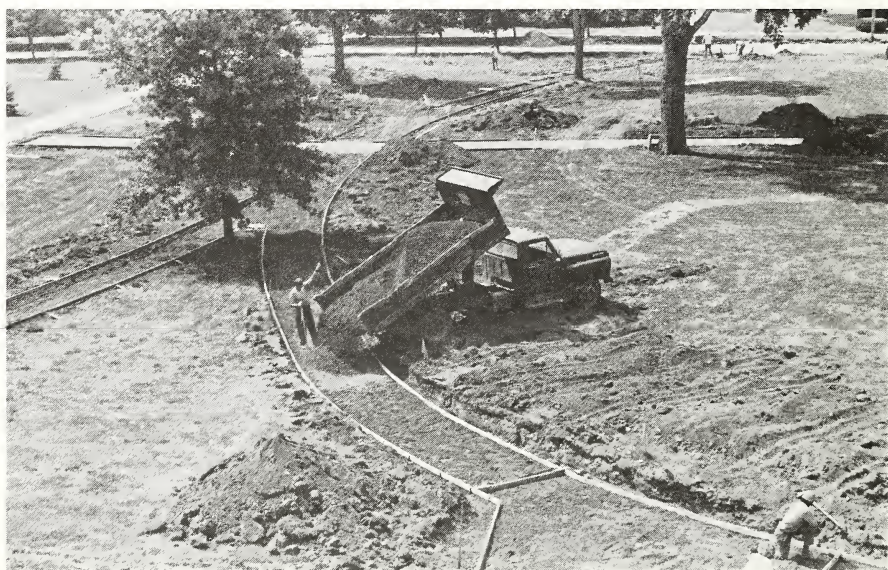
During the Council proceedings, a retired minister living a couple of blocks east along University street objected to the proposed closing because it would complicate directing out-of-town visitors to his home. He was able to say, "Go north on Main Street until you come to the University gates, turn right and proceed through the University to my house," and he could not do that if the street were closed. Another complained that students walked in front of cars on the Illinois State University campus, forcing them to stop. We were stymied by irrelevance.

By this time the frustration level was reaching new highs because we were not making an unreasonable request. The street was seldom used except by University personnel, and we were proposing improvements to the University with obvious benefits to the neighborhood and the City. We seemed to be the

victim of elaborate and arcane efforts to obfuscate the University's attempt to upgrade itself at no cost to the City.

However, I had also learned in my years of dealing with bureaucratic organizations that persistence is often rewarded. During the summer of 1973, we thought that the time might be propitious for another approach to the City Council—the sixth time the subject had been on their agenda. This time we took nothing for granted. Petitions favoring the closing were circulated and presented, and with the help of Nell and the IWU League, we recruited a list of nine speakers in favor of the closing along with a group of 150 people—the largest number that had attended a Council meeting up to that time. Marcia Heyboer, president of the IWU League, made an effective statement; seven trustees were present among several other prominent individuals in the community. My own presentation was in some detail, accompanied by a map and site plans. The authorization for the closing passed on August 27, but accomplishment of the work was delayed again. Because of a teamsters' strike, work on the Quadrangle landscaping did not begin until the summer of 1974.

Nelva Weber and her husband, Joseph Sammataro, a retired architect who had been associated with Edward Durrell Stone, visited the University on sixteen occasions from 1971 through 1986 and did a prodigious amount of work in suggesting improvements in campus landscaping. Specific plans for twenty-seven areas of the University were made during the decade of the 1970s. They always stayed with us, and we visited them on a number of occasions in New York City and at their summer place in Litchfield, Connecticut. Nelva had a particular interest in working for her alma mater, and the repeat visits made it possible for her to review how the trees and plantings were progressing in



Quadrangle landscaping 1974

addition to training successive grounds foremen at the University. She had previously worked on the campus at Bard College and also at Purnell School; her husband had designed a building for the American University in Beirut and served as her able assistant at Illinois Wesleyan.

Landscaping suggested by Nelva Weber involved the planting of 600 trees and 500 shrubs by 1975. Trees included many native Illinois varieties to avoid the loss of a large number at one time like the elm devastation in 1958, which left the campus denuded for more than a decade. Species included red oak, ash, maple, sweet gum, tulip, mountain ash, cherry, crab, buckeye, Austrian, Scotch, and white pine, Douglas fir, and white fir—seventy different deciduous species and thirteen conifers in all.

The closing of East street between University and Beecher was much easier, despite the fact that it carried substantially more traffic. Shortly after closing University street, the city traffic engineer wanted to remove the stop signs at East and University and smooth the S-curve to speed traffic. We were able to block that proposal by citing the obvious safety hazard it posed to thousands of students crossing daily from the Student Center. In 1979, Mennonite Hospital desired the closing of East street in conjunction with an expansion project and invited us to join them in approaching the City. This time the action was accomplished with little objection. Nelva Weber arrived two weeks later to plan the landscaping. When the second award was made by the Citizens Beautification Committee in 1986, it stated: "The Committee has been extremely aware of IWU's efforts and its sensitivity in improving its campus and the city's landscaping for more than a decade." Vindication delayed is still appreciated.

Campus expansion from less than 34 acres to more than 58 acres occurred as mentioned earlier: house by house and lot by lot, for the most part. Nothing could surpass the street closings and integration of the Quadrangle in impact, but we did acquire two larger parcels—the Funk plant just north of Division street in Normal and the Franklin School—both in 1972. The Funk plant had once been a canning factory and had a dozen buildings that had to be removed. It became an auxiliary athletic field, providing another baseball diamond and soccer field. The Franklin School purchase in May at public auction came at an appropriate time. We were able to move the School of Music into it while Presser Hall was being renovated in 1972. House acquisition took place at a rate of several each year. The most active period of purchase occurred in the inflationary 1978-1983 environment, when we were helped by our liquidity and ability to make cash purchases from people desirous of realizing inflated real estate prices in a period of credit stringency.

The campus perimeter was gradually expanded a block to the east, a block to the south, and two blocks to the north—most of the area from Main to McLean (Horenberger Drive or where McLean would run) and from Empire to Division streets. More than eighty houses were acquired during my eighteen years, and as many were demolished. A trustee committee in 1969-70 established a policy for dealing with these properties. If we had no use for the structures and they could not be rented economically, the committee recommended removal. This

did much to upgrade the neighborhood, which had started to deteriorate. The practice was to obtain an appraisal and to offer approximately that amount to the seller. The last of the Quadrangle block was obtained from the Sigma Kappa sorority in 1979, when they moved into their new house at Graham and East streets, and the house was renamed in honor of William T. Beadles and rented to the members of the Sigma Pi fraternity. University-owned land was provided to the Theta Chi fraternity for their house on Beecher street in 1981 and to the Phi Gamma Delta fraternity in 1982. This enabled nine of the twelve Greek houses to be on the campus, five on University-owned land.

In order to carefully plan for the sites of future buildings, we retained the services of Skidmore, Owings & Merrill in 1981 to develop a master plan for the campus. We had benefitted from earlier site planning which opened the Quadrangle and gave the Sheean Library the prominent north side position it occupies. The immediate questions were the location of the chapel and swimming pool, which were included in the Alumni Campaign for Endowment (1981-85). A need for a new science facility and athletic center were scheduled for the 1990s. The study confirmed the chapel location, which many including the Sammataros had suggested, and the Fort Natatorium site, which anchored the adjoining future athletic center location in the block south of Wilder field. It also identified three possible locations for the science building and the siting of tennis courts and additional parking.

Dr. William E. Shaw returned from an extended visit to China shortly before becoming president of Illinois Wesleyan in 1939. Soon after, he planted a Chinese ginkgo tree in front of the president's house. It grew and flourished—it was there when I came and when I left. Because of its age and size, it attracted the admiration of a visiting arboriculturist from the University of Illinois more than forty years later. The last tree in the locust grove, planted by Franklin Phoenix on the ten-acre site that became the campus, died in 1948. More than a hundred stately elms fell to Dutch elm disease as it crept through Illinois in the late 1950s. We planted again in variety and abundance, as each succeeding generation may do as it comes and goes from this place of learning.

BUILDINGS

"...The American pattern of separate buildings in open space."

Paul Venable Turner, *Campus: An American Planning Tradition*, 1984

Architects have always taken a special interest in churches, colleges and universities. The incomparable Christopher Wren left his mark on both Oxford and Cambridge with only a limited number of buildings, and influenced the architecture of the second American college, William and Mary, where Thomas Jefferson obtained his formal education. Elements of "his (Wren's) Baroque preference," according to Turner included "openness, directional spaces, vistas and focal points, and hierarchical organization," ultimately prevailed at

American campuses. Colleges and universities in this country tried and rejected or outgrew the construction of large central buildings, and also their adherence to Gothic, classical, and Georgian architecture. Each of these styles was represented at Illinois Wesleyan—Old Main or Hedding (central building, 1870-1943), Buck Library and Presser Hall (Gothic), Memorial Gymnasium (classical), and Stevenson, the Student Center, Pfeiffer and Magill Halls (Georgian).

The vast majority of construction on campuses since World War II was done in modern styles. Frank Lloyd Wright designed the entire campus at Florida Southern College, a rare privilege for an individual architect. Walter Gropius and Marcel Breuer along with others insisted on International Style and modern functionalism, which carried the day in the volume of construction. However, another trend would ultimately appear. Eero Saarinen's college work began to reflect neo-traditionalist or post-modern tendencies at Concordia College (Indiana) and in the designs for new colleges at Yale in the 1950s and 1960s. By the 1980s, this style became more pronounced. Curiously again, Illinois Wesleyan's post-World War II construction exhibits these trends. Of the University's twenty-two principal buildings in 1988 (after the completion of Fort Natatorium), the score read: five Georgian, two Gothic, one classical, and fourteen modern.

This result was remarkable considering the fact that local architects had done all of the design work on buildings for the University prior to the Chapel. Evans Associates had designed all of the post-1945 buildings and had been retained for the Fine Arts Center and Dodds residence hall before I arrived. The Sheean Library design worked very well, although we had serious leakage problems around the concrete side slabs until an effective fix was found.

The Dodds Hall design was attractive with capacity for 153 students in three segments, arranged in suites for eight students around a lounge for each unit. Construction delays of two kinds were encountered. Loess soil laid down by wind or glacier action proved inadequate to support the building and pilings had to be driven into the sub-soil. In addition, a strike of construction workers postponed completion. The contractor requested additional payments because of the delays. I held to the bid price—the question was moot, and we remained friends. The delays necessitated the use of fourteen old houses to accommodate students destined for the hall in the fall term. Regrettably, the details of heating controls, door locks, ventilators in doors, exit lights, and similar accoutrements were inadequately considered. Poor working of these features invited vandalism almost immediately. Nell and I went through the entire building in 1975-76 with the business manager and physical plant director to assess the problems and attempt to devise solutions.

As mentioned in Chapter 4, the Alice Millar Center for the Fine Arts involved a new music building adjoining Presser Hall to the south with courtyards between, the complete renovation of Presser Hall, and a building to house the School of Art. McPherson Theatre had been completed for ten years, but a "black box" experimental theatre was included in the new music building adjacent to McPherson. Conceptual drawings were already complete when I arrived, and much of the technical input had been provided by the School



Alice Millar Fine Arts Center marker, completed 1973

Directors, Carl Neumeyer, Rupert Kilgore, and John Ficca. The most complex part of the project involved the music facilities, and Neumeyer attended to all aspects with meticulous care. He had arranged visits to new facilities at Oberlin, the University of Michigan, and Butler for architect Orme Evans and himself. My only contributions were to join Neumeyer in insisting on an acoustical consultant, which Evans was resisting, and to favor a separate air conditioning unit for the art building. We caught a slow construction market and bids came in substantially under the estimate. The project was completed on schedule without a major hitch. The Art School was moved in by the end of 1972 and the Music School, in early 1973. Fred Brian caused consternation by taking a cutting torch to a door frame in order to move in the Washington press before federal inspectors had approved the building. Moving is not a faculty art form, nor is patience always available when needed.

Although no other major buildings were constructed before the chapel in 1983-84, more than a dozen other projects were scattered over the eighteen years. The first was the new president's house built in 1968-69 inasmuch as the existing one could not accommodate either my family or University entertaining. Nell served as construction superintendent. She held the project to less than \$100,000 at the same time that a million dollar house scandal was driving the Southern Illinois University president from office. Evans Observatory replaced the former Behr Observatory in 1970, enabling the physics department to continue its emphasis on astronomy, optics, and spectroscopy. The ground floor of Stevenson Hall was renovated for the psychology department in 1972. The Holmes Hall abomination from the lack of air conditioning also was corrected in 1972, after twelve uncomfortable years. When I arrived I counted 68

room air conditioners hanging from its windows. They were noisy, energy inefficient and did not really cool the building, leaving the corridors and rest rooms humid and virtually unbearable. I could not understand how a glass and steel building could have been built without air movement. The story I was told was that the former Board President said it was unnecessary since Central Illinois had only three days per year on the average when temperatures exceeded 100 degrees Fahrenheit! More than insufficient funds had to have been involved, because no space had been left for ductwork, necessitating clever placement of soffits.

From 1969 to 1973, the Buck Memorial Library reading room was used as an experimental theatre and as an art lecture room. We lacked an audio-visual room for 200 students, so the room was air conditioned and a projection booth provided in 1974, a use it served for the next fifteen years. The stadium was renovated and a press box added in the following year after consultation with Notre Dame and the University of Illinois where similar projects had been done. We discovered a few years later that the University did not have title to the stadium; it had been conveyed to the City for the construction of the Bloomington Community Stadium by the Works Progress Administration in 1937-41 and never returned as intended, although drafts of the reconveyance existed. This necessitated another trip to the City Council; this time the City fathers (and mothers) were accommodating.

The Methodist Church was established in 1784 in America by John Wesley following the separation caused by the successful Revolution. Lay ministers had been sent here from England for several decades before that, beginning with the Great Awakening, and the movement rapidly gained adherents. Nell and I visited several of the locations in the East associated with the founding: St. George's (Methodist) and St. Paul's (Episcopal) churches in Philadelphia; Barratt's Chapel near Dover, Delaware, where Francis Asbury met Thomas Coke to plan the founding conference, and whom Wesley had appointed as superintendents; Lovely Lane in Baltimore, the Tuscan centennial church commemorating the founding built by John Goucher (first president of Goucher College) and designed by Stanford White; and Old Otterbein United Methodist Church in the Harbor Place area of Baltimore, built the year after the founding conference by one of its participants, Bishop Philip Otterbein, founding father of the United Brethern Church. We also searched and photographed many of the oldest and newest churches in the United Methodist Central Illinois Conference to understand the visual expressions of both historic and contemporary Methodism. The Sammataros contributed pictures of dozens of village churches from a trip they made down the Connecticut River in New England. We sought input from whomever wished to provide it, including a review of other college chapels built in the last thirty-five years.

After interviewing seven architects interested in the chapel project, Ben Weese (Weese Hickey Weese) was selected. Kenneth Browning, the business manager, had worked with him at Grinnell College and had discerned his creative potential. Weese had also done work for Williams, Carleton, Cornell,

Beloit, Drake, and Rochester Institute of Technology. I had given each of the architects the four following "purposes to be served by a small chapel:

"(1) to identify the college as one connected with the United Methodist Church, (2) to provide an architectural focus for the campus..., (3) to provide a facility for small religious meetings of 200 to 250 people—most Chapel services, memorial services, weddings, and (4) to serve a number of ancillary functions—recitals, lectures and meetings of a size not elsewhere available (except for Buck Library), Chaplain's and religion department offices, and another organ practice location."

The significance of the organ and its location grew as we got further into the conceptualization. Weese presented his initial design concepts at the Founder's Convocation in 1982. Actually, everyone wanted to get into the act, or to have us get out of the project. The members of the religion department, in particular, had strong opinions on questions of layout and style. More than a few trustees, alumni, and friends of the University expressed the opinion that we should not build a chapel, despite the fact that an ad hoc Commission on Church and University composed of fourteen clergy, lay leaders, recent alumni, and faculty and staff strongly recommended it.

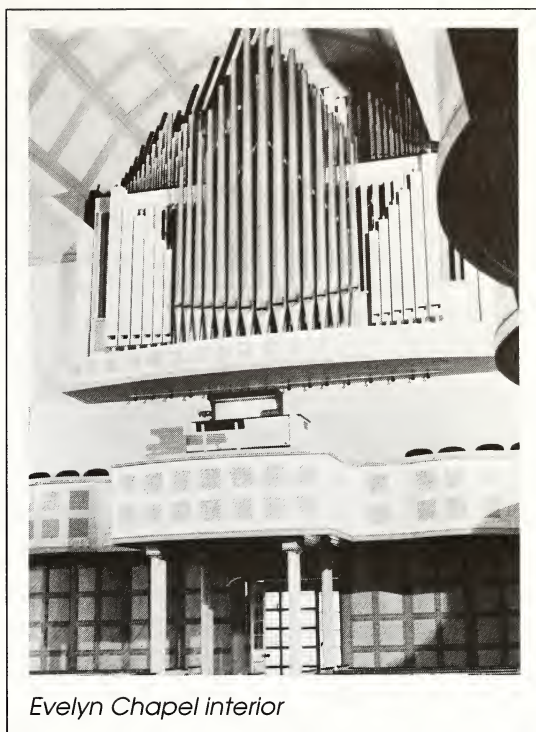
Wesleyan had never had a free standing chapel. Amie Chapel in Old Main served as the religious meeting place from 1872 until 1930 when Westbrook Auditorium in Presser Hall became available. Ben Weese absorbed our diverse informational overload and executed his plans in a masterly way. He specified a Flemish-bond pattern of brickwork, and the cupola, clock and bell tower grew in size to gain a better visual perspective from the ground. We tried to use the Hedding bell but found that it was cracked, so a slightly smaller one cast in Baltimore was purchased. It rings within a few frequencies of C sharp. There was concern that the chapel would be dwarfed by the massiveness of Presser Hall on the opposite corner, and the tower and hip-roof lines were developed to offset that possibility. Weese designed the crosses atop the tower and in the oculus; Kevin Strandberg of the art faculty fabricated the first, and Strandberg and Miles Bair applied the gold leaf to the second. Weese gradually increased the natural light from the narthex to the oculus, by imaginative fenestration and skylights fore and aft of the anterior wall of the sanctuary. Sound was brilliantly reflected but diffused by undulating surfaces; the anterior wall was rounded, and the barrel vault was composed of uneven facets (not easily perceptible to the eye) to avoid any sound focusing.

Two comments by Weese in a later article on the chapel reveals his approach. "Methodism," he wrote, "a distinct and powerful breakaway from the Church of England, produced no parallel breakaway in architectural forms." Nevertheless, "of some importance was John Wesley's association with the Moravian Anabaptists," and he carefully observed their architectural forms as well as their religious piety. Relative to post-modern influences he explicitly stated: "I wished to mediate between the extreme postures of historic replication on the one hand and 'tabula rasa' design expression on the other, by using known and familiar shapes and forms but modifying, combining, and permuting them to something fresh."

The sanctuary was designed for the spoken voice without amplification, and the organ was chosen for the space and the space designed for the organ. David Gehrenbeck of our faculty served as organ consultant and visited the architects in the early stages of their work. He arranged for four organ builders to bid on the instrument and picked the Cassavant Freres organ from the responses. Weese chose the double-cube sanctuary shape for its sound qualities in addition to the site dimensions. The wrap-around balcony is characteristic of Wren's church arrangements. He consulted with the bricklayers on pattern and mortar, and made a special trip from Chicago to make sure the painter got the stain on the oak flooring the right shade. Little wonder then that the American Institute of Architects featured the interior on the cover of its monthly publication, *Architecture* in January 1985 with an article captioned "Elegantly Detailed, Soaring Space." The Chicago chapter of the AIA chose the interior for its premier award in 1985, and the entire building for a similar award in 1987.

My last building project was the Fort Natatorium. Lankton Ziegele Terry of Peoria was chosen after visits with a half dozen architects, and faculty and staff trips to about a dozen swimming pools, including Gustavus Adolphus, St. Louis University, Arizona, Wheaton, Augustana, Illinois State, and Pontiac High School. These visits helped us avoid pitfalls we observed elsewhere, especially in sound absorption, indirect lighting, pool shape and gutter arrangements. Unfortunately, the contractor did not meet specifications on the concrete beams supporting the roof structure, and the project was delayed while they were torn down and replaced. Then the 25 meter length was found deficient by a fraction of an inch. That should have been easy to correct by paring off a small amount of the two to three inches of concrete covering the reinforcing bars, but again the contractor had missed specifications. A fix was finally devised using a hard epoxy material much thinner than the concrete. I think we have a fine facility, even if it took an extra year and a half to complete.

When the swimming pool was in the planning stage, one of our local trustees told me the University did not need a new pool. This was after we had thoroughly examined our existing pool in the Memorial Gymnasium which was more than 60 years old, relative to other competitive institutions, public and



Evelyn Chapel interior

private. Many if not most high schools from which we drew students had facilities less than half the age of ours. I invited him to visit our existing small pool, but he declined.

FIRE!

"Cokesbury College, the first Methodist college in the United States; and God set it on fire and burned it up....I believe the Lord did it, for they got into a quarrel over it and He ended it in that way by fire."

Peter Cartwright, *Fifty Years as a Presiding Elder*, 1871

Fire had ended the first Methodist college established in America by Asbury and Coke, who were implementing resolutions adopted at the Christmas Conference in 1784. Illinois Wesleyan, too, had experienced devastating fires in Hedding Hall in 1943, the Tau Kappa Epsilon house in 1930, and the Kappa Delta house in 1957. The five serious fires that occurred during 1968-86 reminded me of our vulnerability and the less effective preventive measures taken by Americans compared to the Europeans or the Japanese, who have more reason to be cautious because of the concentration of their cities and prior experience with general conflagrations. Other threats exist for colleges—tornadoes in the Midwest (Hanover College) or earthquakes (Stanford), but they are less frequent and ubiquitous. Three of our five fires resulted from arson.

The first fire occurred only two weeks after I had started the job, in the art studio building (house) then located between Gulick and Blackstock Halls. A nearby filling station attendant saw and reported it, and our losses were limited to the contents of several rooms. Nobody was present; cause, unknown.

The Presser Hall blaze in 1970 was much more serious, and was clearly the result of arson. Damages amounted to more than \$250,000, the auditorium stage area and several lower level practice rooms were extensively damaged. Many instruments were lost, including those owned by students, and the large organ had to be returned to the builder for repairs. A contractor who was an alumnus moved swiftly to make repairs. Nevertheless, we were without major music facilities for almost a year.

Several juveniles had been chased out of the building by a faculty member the day before the fire, and they returned late that night after stealing some gasoline to secrete themselves in the building before it was closed. Although they were apprehended two years later, a conviction was not obtained in the jury trial of the leader, for inscrutable reasons. The confessions were rich in detail of how the fires had been started. Despite the defense claim that they had been obtained under duress, Judge Wayne Townley denied the motion to suppress them. What happened was fairly clear. Ironically, the day after the leader was acquitted, another arsonist visited the campus.

Two fires of suspicious origin took place in Adams Hall at the corner of Main and Beecher on January 24th and 26th, 1975. The Sigma Pi chapter was then occupying the house and was being installed as an active chapter that weekend. The alarm system alerted the Bloomington Fire Department to the first blaze, and it was promptly controlled without much damage. Inexperienced staff permitted the residents to return without the alarm system functioning. The arsonist returned to try again. It was a grudge, and this time the damage was more extensive. Luckily, it was detected, but not without serious threat to the residents, and again contained. The arsonist was a former student, who was convicted.

The other fire occurred early one Sunday morning during the winter of 1985 as a result of carelessness with a cigarette in Munsell Hall, a seven-story dormitory housing 200 women. Residents exited promptly, and the fire was contained after burning out one room and smoke-damaging several others on the floor. About thirty-five residents were displaced for a time. In all of these cases, the effectiveness of the Bloomington Fire Department saved us from more extensive damage, and they are to be commended.

I have taken the space to recount these incidents because Americans, and particularly young people, do not take the threat of fire seriously enough. If they could have felt the heat in Presser Hall twelve hours after the blaze was extinguished, they would understand what I mean. Late in my tenure, three intelligent pre-med students fired up a grill with lighter fluid in a room in Dodds Hall. The flames were observed from Dolan Hall opposite and the hall director interceded. We suspended the students for three days close to examination time. One of the fathers called me objecting to the severity of the punishment—his son might not get into medical school. I responded that they were adults and had committed three trespasses: (1) they started a fire in a residence hall that they might not be able to control, (2) they covered the smoke detector with plastic so that it would not trigger the alarm, and (3) they lied to the hall director when asked if a fire had been started in the room. God does not start fires, people often do, founding father Cartwright notwithstanding.

THE ENERGY CRISES

"If we cannot get oil, we cannot get corn, we cannot get cotton and we cannot get a thousand and one commodities necessary for the preservation of the economic energies of Great Britain."

Winston Churchill, *House of Commons*, July 17, 1913

King Faisal is "one hundred percent determined to effect a change in U.S. policy and to use oil for that purpose. The King...knows that oil is now an effective weapon."

Ahmed Zaki Yamani, *oil minister, Saudi Arabia*, 1973

The first energy crisis in 1973-74 resulted in a quadrupling in oil prices, and the second one following the Iranian Revolution and the beginning of the Iran-Iraq War led to oil prices thirteen times the early 1973 level. We had ample reason to conserve energy for cost containment, yet retrofitting old systems is not easy. Fortuitously, we had shifted to natural gas from oil the year before, and it was a cleaner, more efficient source of heat. In 1975 we installed an IBM System 7 to manage the ventilating and air conditioning load in our buildings. It lacked flexibility and was somewhat disappointing, although it did interrupt and stagger motor and compressor startups so that peak loads were reduced. Solar screens were installed on Sherff Hall in 1978 and on Holmes Hall the following year to cut down on radiant heat absorption and cooling requirements. Energy efficient lighting was installed first in the Fieldhouse and gradually in other buildings. Oil burners were replaced by gas furnaces in all houses in use. In 1984, a new system employing a microcomputer to instruct microprocessors controlling energy use in the Library was installed, and the following year it was extended to fourteen buildings. Variable speed motors were installed in air handling equipment. These steps improved our conservation efforts substantially.

George Shaver, who became director of planning and engineering in 1971, took the early lead in fostering energy conservation and in managing construction and planned maintenance projects. When he retired in 1983, Millard Jorgenson took over as director of the physical plant, and he was both active and successful in pursuing energy-saving measures. He found many solutions to ongoing plant maintenance problems through interest and persistence.

Both the chapel and the swimming pool are efficient in the use of energy. Pulse boilers were installed in the chapel rather than attaching it to the central heating system, which suffers large ambient losses, whereas the boilers are highly efficient. Dehumidifiers in the pool building reduce corrosion and make it more comfortable. Also the heat from dehumidification is used to heat the pool water, to pre-heat the hot water for showers, and to provide part of the building heat.

Chapter 6

Financing the University

"Capitals are increased by parsimony, and diminished by prodigality and misconduct."

Adam Smith, *The Wealth of Nations*, 1776

Probably the biggest financial challenge to the private college administrator is to keep the institution affordable to as many people as possible, whatever their income level or resources. This we were able to do at Illinois Wesleyan by holding the increases in tuition and fees to less than the average for either private or public colleges and universities throughout the country during my two decades. Also essential, the availability of financial aid made it possible for anyone to attend. By increasing gift and endowment income faster than the rise in University grant aid, we also avoided any financing of lower income students by higher tuition on those who could afford our tuition.

Of the five functional responsibilities of administration—academic affairs, admission, business, development, and student life—that of business or financial administration was facilitated because I came with seventeen years experience in finance and the attendant problems of balancing anticipated revenues and expenditure commitments. In addition, I had excellent help from Hugh Henning as Treasurer of the Board and William Goebel as Secretary and University counsel. Both gave many hours of careful advice. I was ably assisted by Phil Kasch in the last thirteen of his thirty-two years at Wesleyan and by Ken Browning in the first five years of his tenure. I learned quickly to be sure that Kasch was pointed in the right direction because he always took off like an antelope to accomplish any mission assigned. Kasch was unusually able, and behind his myopic squint, there lurked an eagerness to help make all of our lives easier. The Student Center is really a monument to his interest and persistence. Browning brought a different set of skills, including his engineering and graduate business degrees from MIT, augmented by practical experience in student services at MIT and business affairs at Grinnell College.



Mark Evans Observatory, completed 1970

Several of the problems we faced were not easy, but I always felt we knew what to do and could count on the support of the Board for the necessary measures. I mention this because many presidents of other institutions get into trouble in financial administration and often appear to be in a quandary as to what to do. Occasionally, I suspect, there is a push for their own recognition, rather than responsible leadership for the welfare of the institution.

With the concurrence of Board members, we adopted a balanced operating budget approach for a number of reasons. Sooner or later all institutions must follow this discipline, although temporary departures may occur. We inherited a ten-year record of balanced operating budgets from Lloyd Bertholf and, if achievable, it was a record we could build on and talk about. In 1968 also, Illinois Wesleyan had limited reserves relative to its obligations, and what it had were not highly liquid. The endowment was chiefly invested in farmland.

Above all, donors, foundations, and granting agencies were interested in knowing whether the institution was responsibly managed. If a small, relatively weak but sound, not well-known college was to make its way forward, it could not do so with deficit financing. This was clear to me, although there may have been those who wished to spend more without understanding the consequences.

Another inheritance from the Bertholf administration was a plant more or less adequate for our needs after construction of residence halls, an expanded student center, science building, field house, and library. We had immediate needs for financing the Fine Arts Center, but once that was accomplished, capi-

tal projects were more modest for a decade. Rather, the needs were for renovation and major maintenance. The reduced need for plant spending made it possible for us to shift the emphasis to increasing the endowment, and to lessen the dependence of the current fund on tuition and fee income, which had risen during the decade of heavy spending on buildings during the 1960s.

Accordingly, plant investment doubled during my eighteen years, while debt actually declined. All of our debt was long-term, connected with building construction. We did no short-term borrowing. Endowment investment based on cost rose to five times what it had been at the beginning of the period. At market value, the endowment increased to more than seven times its 1968 value.

Inasmuch as the professional schools were a heavy financial burden, Illinois Wesleyan had too little endowment in 1968, and the shift in emphasis to endowment expansion was necessary and timely. The three Fine Arts Schools and the School of Nursing each required separate buildings and other facilities, and the Music and Nursing Schools necessitated unusually high faculty-to-student ratios. These requirements mandated that we attempt to raise current gift and endowment income faster than spending increased in order to carry these expensive and attractive programs. Otherwise, heavy reliance on tuition and fees might affect our competitive position among colleges and universities in the Midwest, something we could not let happen.

Once the Fine Arts Center was completed, we had an attractive set of facilities with a few pluses. We had private offices for all faculty, unusual studio facilities for art and music students, and a spacious student center. I believe we were not overinvested in facilities as were many other institutions. For example, more than a few colleges bought mainframe computers when they had little use for them at the time—it was the thing to do. Wesleyan had access to one or more mainframes during my eighteen years through terminal connections. Plans also had been made for purchasing a midrange computer when I retired.

Colleges and universities require large capital investments with few guidelines to suggest how much is enough. Buildings and adequate facilities are necessary, but they all require maintenance and renewal. Excessive facilities add nothing to the quality of education, and they detract from resources available for faculty and student aid.

THE CURRENT OPERATING BUDGET

"You need to know what your college or university can or cannot do, and what it wants to do...and should do."

George Keller, *Academic Strategy*, 1983

"One way to understand the forces at work is to look at universities as nonprofit, labor intensive businesses that must balance their annual budgets. For much of the last two decades, that way often has been to raise tuition, and many universities stand accused of having been spendthrifts."

Anthony De Palma, *The New York Times*, February 3, 1992

Managing the current operating budget of a university is one of the supreme balancing acts. More like the Brazilian toy that wobbles precariously on a small platform than an experienced tight rope walker, the balancing act is an art form based on future commitments and subsequent absorption of only necessary changes. Future commitments must be carefully equated to prospective revenue streams, some of which are unpredictable at the time commitments for faculty compensation and student aid grants are made. There are always a number of expense items bringing their own surprises. The drama is played out on an arcane set of rules known as fund accounting, which is intended to be straight-forward and logical if understood by those responsible. Unfortunately, the parties to the game do not know the rules. Nevertheless, we play.

Fund accounting is a set of accounting practices developed for governmental and charitable organizations which establishes separate funds for specific purposes and rigidly controls the application of resources for these purposes. Transfers from fund to fund are possible, again following established lines of authority. This is all very proper. The rub occurs when the trustees responsible for the organization are usually more familiar with another set of rules, that of corporate or business accounting, where the accounts are more likely to be integrated into one entity. Business, government, or charitable organizations are subject to occasional finagling, as anyone who follows these things is aware. The problem arises when there is widespread misunderstanding of fund accounting by those charged with responsibility for an organization such as volunteers or part-time overseers. Imagine the pleasure of a college president, not necessarily malicious, whose business officer can find an unused pocket of funds that may be tapped to meet an unexpected operating deficit. The transfer may be perfectly legitimate, especially at first. Yet somewhere down the road, the unsuspecting trustee may learn that funds have been misapplied, that an endowment has been bled away by a business officer too eager to assist a perplexed administrator in a bind. I watched this happen at several reputable colleges.

The peculiarities of fund accounting, together with fairly long lead-times in budgetary commitments and the vagaries of a few important categories of the budget, create the occasional circumstances when irregularities might be contemplated. That is why the sorting and separation of needs and desires is required along with the realization that both are usually not possible with the resources available. An operating budget is an attempt to translate the educational programs into dollars, and to estimate faculty and staff and supporting service requirements essential for meeting student needs. The interests and preferences of no single group can be given priority if the educational benefits for students are to be optimized—not schools, not departments, nor faculty, nor staff. Budget preparation constitutes the greatest opportunity for the college administrator to demonstrate skill and vision in matching limited resources with the needs for an improving program of higher education. Even Harvard and Yale experience periodic budgetary binds, as has been demonstrated again in the early 1990s.

TABLE 6.1

SELECTED FINANCIAL COMPARISONS, 1968 AND 1986
(in thousands of dollars)

	1968	1986	1986 as percent of 1968	Annual Aver. % incr.
Operating Expense	4,031	15,293	379	7.7
Student Grants-in-aid	276	1,871	678	11.2
Current Gifts	185	804	435	8.5
Alumni Gifts	31	361	1165	14.6
Endowment Fund (at Market)	6,600	47,400	718	11.6

Wesleyan's current operating budget (technically the combination of the educational and general, food service and residence hall funds) almost quadrupled during my eighteen years, as shown in Table 6.1. That made an average annual increase of 7.7 percent. To accomplish this general rate of increase with a balanced budget, even faster increases in current gifts and endowment income were necessary because of rapid growth in several important categories of spending. Chief among these was a rise in student financial aid to almost seven times its beginning level in eighteen years, an increase of more than 11 percent annually. Achieving these results with a balanced budget of revenues and expenditures requires some foresight of what may happen, careful planning, and a measure of good fortune or luck.

The budgetary cycle which we evolved for annual revenue and spending plans worked effectively in enabling us to avoid most of the financial shoals. I described it to the faculty in 1972 in the following paraphrased manner:

Budget-making starts about fifteen months before the academic year begins with a discussion of tuition and fees in the Cabinet and with the Executive Committee of the Board. A preliminary revenue budget for the following year is prepared in October and presented for approval to the Board of Trustees. This becomes our authority to make obligations for faculty appointments and compensation in February. Detailed expenditure budgets for the following year and five-year plans are started in January and become the basis for a second tentative budget prepared and presented to the Board in May. Finally, after final results of the prior year are

known and fall enrollment is ascertained in September, a final budget for the new year is assembled and presented in October.

Revenue and expenditure progress was reviewed with the Executive Committee monthly. In 1969, the Illinois Board of Higher Education requested data on unit costs per credit hour by department for planning purposes. We found the information useful as a guide in showing how our costs ranked for the various programs. For this reason, we continued to compile and review the data each subsequent year.

Tuition and fees were very carefully established after reviewing relevant information. First, we compared charges at those institutions most competitive with Wesleyan—the dozen or so colleges and universities also considered by students attending IWU and the institutions chosen by those who applied but went elsewhere. The fact that our first and second largest competitors were the University of Illinois and Illinois State University always injected a note of caution. Second, we looked at ability to pay, that is, income per person after taxes (disposable personal income per capita) and other price indexes. Above all, we did not wish to outrun family income capability, and this was accomplished in the years I was responsible for establishing fees.

Our tuition and fee increases were less than average for those in either private or public institutions throughout the nation. We also simplified the fee structure by eliminating what I thought were nuisance practices in higher education—application fees, graduation fees, student teaching fees, clinical laboratory fees, etc. We folded them into one charge for tuition, reasoning that the proliferation of small fees created an irritation for families and a profusion of bookkeeping for our staff.

Studies of college attendance patterns revealed that college selection was sensitive to tuition or cost differentials. Therefore, we avoided unnecessary or excessive tuition and fee increases and provided ample financial aid to enable students from any family economic background to attend. The policy of providing financial aid to students on the basis of need had been started in 1962, and we followed the practice of arranging “a financial aid proposal to meet the need of any qualified student whose application is accepted for admission” throughout my years. Whether financial aid furnished by the University is viewed as price discounting or as an expense, it rose rapidly for a number of reasons, despite our care in raising tuition. College attendance rates were rising, enabling more “need” students to join the enrollment, family breakups were also increasing, thereby shifting a portion of parental responsibility to the colleges, and student need assessment analyses were liberalized by the agencies responsible for making them.

As a consequence, financial aid rose at a rate of 11.2 percent annually from 1968 to 1986, doubling in less than seven years, to 678 percent of the initial level by the end of the period, as shown in Table 6.1. Fortunately, we were able to increase endowment income even more rapidly to accommodate the need. By 1985-86 gift and endowment income was still exceeding the almost \$1.9 million in University aid—12.2 percent of operating expenses—avoiding any implied

transfer of costs from higher to lower income families through the application of tuition for that purpose. Government aid to Wesleyan students had declined 18 percent from 1980 to 1983 while need was rising, forcing the University to become the provider of an additional \$409,000 in the latter year to meet the federal and state shortfall. Actually, the University had to increase its grant aid half again as much by 1983 in order to cover the rising need.

Another budgetary adaptation to accommodate student financial circumstances was the development of a monthly payment plan in 1975. This plan enabled families to divide tuition and fees into twelve equal payments beginning in May. No interest charges were added, and about half of the families adopted it that year. Use of the plan has remained at that level through the years. Wesleyan was one of the early innovators in providing such arrangements, which have become more widespread.

The volatility of governmental sources of aid as well as the lumpiness of large maintenance projects gave rise to the establishment of a number of reserve accounts to enable us to absorb some of the fluctuation in expenditures more readily and to pay for postponable maintenance when we had the funds available. In 1971, we instituted a transfer (of surpluses, when they occurred) from the operating

fund to the plant fund for renewals and replacements. Three years later we established an endowment income stabilization reserve (explained later), and about that time we also put aside an amount equal to one year's debt repayment on the Fine Arts Center as a reserve. The first two of these fluctuated from time to time based on the availability and need for funds, but they enabled us to plan outlays more carefully and to have a buffer if needed. When I retired, these reserves amounted to approximately 12 percent of the following year's operating budget. I did not consider this to be excessive in light of the variation we experienced in both revenue and spending that could not be anticipated. I had started eighteen years earlier with no reserves and a budgeted deficit, and I knew how that felt.

Also in the mid-1970s we instituted an annual practice of estimating anticipated outlays for plant improvements in addition to possible emergency needs



Evelyn Chapel, completed 1984

annually as a basis for determining how much of plant and reserve funds needed to be in cash or liquid form. We estimated the number of houses on the edge of the campus that we might purchase in the next year or two plus the loss of 10 percent of students over a two-year period. Our reasoning was that the provision would give us enough of a cushion to make adjustments in an orderly way. Actually, the funds were invested in the Common Fund for Short Term Investments (in which a thousand institutions participate) at better than money market rates with overnight access if needed.

I learned early that unusual maintenance expenditures were difficult to absorb in the annual operating budget, whether it was a roof replacement, transformer failure, flooded underground electric terminal, or a steam line breakage. For example, about the time the Presser Hall renovation was completed, the forty-one-year-old nails holding the slate shingles in place on the roof began to fail, a shingle at a time. Inevitably, during a speech or pianissimo section of a musical performance, one of the slates near the crown of the roof would let go, slide audibly down the roof, and crash to the ground. These kinds of major repairs were orphans, no donor was receptive to an appeal that someone forgot to anticipate their occurrence. They had to be accommodated within the operating budget or reserve for renewal. Routine maintenance was facilitated by an accommodating office manager, Roger Brucker, in the physical plant, who managed competing complaints with courtesy and dispatch.

Non-academic personnel responsibilities were centralized in the Business Office in 1971. Cabinet officers were charged with the responsibility of interviewing and approving all prospective employees. As mentioned earlier, the food service was contracted with Saga in 1969, which then operated more than 275 food services at colleges and universities. They brought far more experience than a single operator could muster, and our relationship with them was always satisfactory. (Soon after I retired they sold out to Marriott). Property and liability insurance was reviewed periodically. Health insurance became a problem in the 1980s as medical costs escalated. Maternity coverage for all organizations was mandated by a federal court in 1979. We had to curtail first dollar coverage a few years later, institute deductibles, and find a new carrier when our company left the business. For a time we offered a health maintenance organization option as well as traditional insurance.

The energy cost surges in 1974 and again in 1979-80 pushed us into a multi-year conservation effort as mentioned in Chapter 5. More difficult for us was the inflationary binge in the late 1970s and early 1980s because we could not respond proportionately by raising tuition revenue without inflicting excessive strain on our students' families and losing enrollment to the public sector. As a result, our compensation levels could not keep abreast of the price inflation for several years. We recovered as quickly as we thought wise, but the intensity of the inflation stretched the catch-up period into a decade-long endeavor.

Current gifts to the University, primarily for student aid and faculty support, rose to more than 400 percent of their beginning level in the eighteen years, or at a rate of 8.5 percent annually. These gifts increased every year and constituted

5 percent of operating expenses in 1985-86. The truly dynamic part of current giving came from the alumni, who almost doubled their gifts every five years. Participation in the alumni fund doubled to 36 percent of those solicited, and of course, the number of alumni kept growing each year. In the late 1970s, we shifted our technique from letter writing and the use of class agents to phonothons. This led to improved results. Alumni became the largest source of current gifts—almost half of the total. The Boards of the Century Club and the President's Club were indispensable in organizing the annual campaigns and in expanding the effort to friends in the community.

Wesleyan Parents grew out of the Dads' Association with the appeal of picking up student assistance for any family losing a supporting parent or guardian while the student was in college. About half of our families contributed. Business donations came through the Wesleyan Associates locally and the Associated Colleges of Illinois throughout the state. The latter organization was a group of twenty-eight small independent institutions which banded together for the purpose of joint solicitation. United Methodist support was important to us and came from the Central Illinois Conference. Other commitments prevented the church from expanding its support rapidly, but it grew to more than \$100,000 in the mid-1980s.

Governmental assistance to students both from federal and state governments began in the late 1950s. Illinois has one of the more vigorous independent or private sectors among the states in higher education, and it has assisted private college students more generously than most other states. In addition to its aid to students, the State of Illinois began a modest program of direct assistance to colleges based on per capita grants for each Illinois student enrolled in 1971. About the same time, State of Illinois grants were begun for nursing students enrolled as there was a shortage of nurses. The motivation behind these programs was to avoid the much higher costs of educating students in public universities should the independent institutions fail because of tuition differentials. This reasoning seemed wise to me as an economist, and the funds were important to Illinois Wesleyan in helping us to compete with the much lower tuition public institutions.

Our ability to grow the endowment and endowment income proved to be the saving grace in enabling the University to meet its current obligations. We created sufficient reserves to guarantee survival on a rainy day and give us time to make adjustments if needed. The annual income transfer from the endowment fund to the current operating fund was increased at a rate of 10 percent annually from 1968 to 1986. Actually, this was less rapid than the growth of endowment income and allowed for the establishment of operating fund reserves and a small plowback of income into the endowment. Under fund accounting rules, the transfer of endowment income to the operating fund is a discretionary decision of the trustees. Theoretically, they may transfer any of the following: (1) all of cash income received, (2) an amount less than cash income, but rising at a fixed rate, and creation of a stabilization reserve, and (3) a fixed percentage of the endowment's market value, usually for a three to five year average period. The assured transfer of 10 percent more each year provided

a steady expansion that could be planned in the operating budget. Since our endowment income did fluctuate, it shielded our operating budget from these changes, and also avoided dipping into the endowment to make up operating deficits, which is tempting to many institutions. This seemed far superior to the popular practice of transferring an average percentage of endowment market value, especially when market values are subject to change. It also prevented subtle pressure for higher current yields leading to unwise long-term investment decisions. At any rate, it worked very well for Wesleyan during my years.

Cutting through the fund accounting concepts, the revenue side of the operating budget for 1986 can be summarized as follows. Students and their families were paying for almost two-thirds of operating costs (educational and living expenses) either in cash or repayable loans and employment at the University. Government grants to students or the University were defraying almost one-fifth of costs. University- provided student aid from gift or endowment income accounted for one-eighth of the total, and a minor portion came from miscellaneous fees and interest income on operating funds invested for short periods.

Given this financial summary and the composition of income and spending together with the competitive environment of higher education, it seems evident to me that the strength of an institution is more dependent on a healthy enrollment pattern and its academic quality than anything else. The primary task of a college president is not fund raising, as it is often erroneously thought to be by trustees and faculty hard pressed to meet incessant needs. It is maintaining and improving the educational significance and functional viability of the institution among people in the area it serves. Current operating budgets



Fort Natatorium, completed 1988

are inextricably linked to capital fund needs—endowments and buildings. They are all means to the end of offering an attractive package of academic programs.

THE ENDOWMENT AND PLANT FUNDS

"A representative group of common stocks bought at a reasonable price level can be counted on to provide a higher total return than bonds. The probability of inflation has removed many of the safeguards inherent in bond investment and requires a significant holding of common stocks as a protective measure."

Graham and Dodd's *Security Analysis*, Fifth Edition, 1988

"Graham's greatness as an investor may well have consisted in knowing how to say no."

John Train, *The Money Masters*, 1980

Investment strategies and institutional needs change from decade to decade. Nothing is immutable; what is required is a wise assessment of needs and possibilities, a series of actions that enable the institution to face its future with the promise of fulfillment rather than a sense of frustration and predicament. In the 1968-86 interval the need was to shift new resources in the direction of endowment, while completing and maintaining an adequate plant. That involved moving from a ratio of plant funds to endowment of three to two to the reciprocal with endowment funds exceeding plant funds by half. Plant fund assets doubled while endowment assets at market rose to more than 718 percent of their beginning level as shown in Table 6.1. Plant additions were more than paid for by new gifts, and debt was reduced. Gifts accounted for the largest increment in endowment, although appreciation of common stock and farm investments added almost as much. Finally, we added to the power of compounding by plowing back a small portion of endowment income into the endowment.

I was assisted in fund raising by three able development directors, each possessing different strengths. Lee Short knew several generations of Wesleyan families from student days through his long tenure in admission. He served imaginatively, as was his style, for seven years but never wished to consider himself as a fundraiser. Larry Hitner was director for eight years and came with long professional experience in development at Eckerd and King Colleges. He prepared for each event or solicitation with meticulous care and added several new dimensions to our work. He was succeeded for my last three years by Richard Whitlock, who had joined us seven years earlier with a background chiefly in current giving. In those years he acquired the skills necessary to deal with the complex forms of deferred gifts and estate planning, which became an important feature of our approach. Ben Rhodes joined us in 1979. He is another alumnus with extensive knowledge of the Bloomington and Wesleyan con-

stituencies. Later, he moved into deferred giving and an expanded role in the development staff.

The staff consisted of four development professionals, three in publicity and publications, and usually five clerical people. Through energy and ingenuity, Celeste Flachsbart grew from one of these latter positions to play a professional role on the development staff several years later. Our publications became more professional once Colette Sicks assumed responsibility for their preparation.

Two major capital campaigns were conducted in the period, the Ten Million Dollar Program (TMP) completed in 1976 and the Alumni Campaign for Endowment (ACE) finished in 1985. Each was roughly six and one-half years in planning and execution. We employed John Bolinger of Claremont, California, as our development consultant throughout my years and benefitted in many ways from his knowledge and counsel. We focused on major gifts rather than attempt to run an "every member canvass," and tried to involve alumni and friends as widely as possible in current budget gifts. As mentioned, these latter gifts rose every year, and the number of alumni contributors increased from 1700 to 4600. The first capital campaign sought to finance the Fine Arts Center and to double the endowment, and it raised \$10 million as its name implied. The second campaign was directed toward endowment expansion and also embraced the chapel and the swimming pool. It was aimed at alumni and raised \$15 million, and while it was in progress, we raised another \$15 million from other donors.

The Fine Arts Center financing was the most difficult I encountered because the institution's resources were limited relative to the size of the project (\$3 million) and the lack of identity of the University to the philanthropic community. I recall one influential trustee counseling me to scale it back or forget it. Any residual questions about the need for the project were dispelled in 1970 after the Fine Arts Visiting Committee walked through all of our facilities and heard presentations by the Fine Arts School directors. They endorsed the need fully. The embarrassing aspect was that the federal government had made an \$824,000 grant for the project in 1967 when it was in the initial planning stage. Federal loan funds were also available then, but before we could get our third of the funds in hand, the loan program was terminated. A federal interest subsidy for the difference between a federal loan and a private one was, however, available. Foster McGaw's generous offer of \$2 million for the project came as an estate note, which still necessitated borrowing. By 1971, enough colleges were encountering financial difficulty to make lenders skeptical. We made many inquiries and prepared six full-blown presentations before finding two lenders willing to explore the loan. Eventually, a twenty-five year loan was arranged with a Chicago institution. Two years later, McGaw gave the University stock in the amount of his promise.

The thirty largest gifts and donors to Illinois Wesleyan during my tenure are listed in Table 6.2. They total almost \$15 million and average about \$500,000. Nine of them exceed the average. McGaw was a great philanthropist for colleges and universities and distributed most of his wealth, stemming from

American Hospital Supply Corporation which he founded, before he died in 1986. In addition to Wesleyan's Fine Arts Center, the chapel at Northwestern also was named for his mother, Alice Millar. His gift commitment of \$2 million in 1971 was by far the largest gift to the University up to that time. Of the thirty largest gifts, half were from alumni, ten were from people in the Bloomington area, eleven had Methodist or other church motivation, and nine were from trustees or were influenced by trustees. (Some of these gifts fit into more than one category). Nine of the gifts consisted of farmland.

All of the donors deserve comment, but several illustrate giving to the University. Jessie Moorman, the wife of one of the two brothers who inherited and led the Moorman Manufacturing Co., had three daughters who graduated from Wesleyan. She left a block of stock in the company to Wesleyan in 1971, which is worth more than \$1 million today. R. Forrest Colwell was a trustee for fifteen years and the nephew of Dr. John Bruner Colwell, a 1898 alumnus and founder of the Colwell Company, which Forrest headed. He and his aunt, Pauline Colwell, made a gift to the University in 1971 to establish a scholarship fund and the Colwell Chair in American Literature. William R. Forney, a 1903 IWU law graduate who had founded the Benjamin Harrison Law School in Indianapolis, left a major portion of his estate to Illinois Wesleyan. His law school later was incorporated into the Indiana University School of Law.

Jack Sheean was a Bloomington office furniture supplier who had designed products as diverse as engine gasket racks and display cases for the New York Botanical Society. I had assisted him in reestablishing a business contact and he left a major gift to the University when he died in 1977. His widow, Evelyn Sheean, added to his bequest to name the library in his honor. Several years later we approached her for a deferred gift to provide the principal financing for the chapel and she readily agreed. She was diffident about naming the chapel in her honor, but once done, she enjoyed seeing it become a reality. As time passed, she took a great interest in Nell and our children and claimed us as her family. A further bequest in 1989 enabled her and her husband to surpass Foster McGaw as the University's largest benefactor.

In 1979, a 101-year-old retired farmer, Reimer D. Witt, who lived in the town of Homer, Illinois, bequeathed an undivided half interest in a nearby 220-acre farm to the University. He was a United Methodist and in the 1940s he had purchased a \$1000 annuity for his wife and himself from Illinois Wesleyan. We obviously lost money on the annuity and gained far more from his bequest. Regrettably, that was as far as the record could be traced; the motivation of his gift lay buried in the penumbra of past development efforts and his interest in this church-related college. About the same time, Mrs. Louise Behr Empson passed away at the age of 103. She was the niece of the donor of the Behr telescope and attended the Academy or preparatory school in the 1890s. She and her husband, Robert, left 1156 acres of McLean County land in trust, half for the benefit of Wesleyan.

A Philadelphia painter and art teacher, Arrah Lee Gaul, visited the campus in 1971 almost unannounced. Her impression must have been favorable

TABLE 6.1**THIRTY LARGEST GIFTS AND DONORS, 1968-86**

Donor	Purpose
National Science Foundation	Natural & social sciences
Foster G. McGaw	Alice Millar Center for the Fine Arts
Jessie Moorman	Endowment
R. Forrest Colwell & Mrs. John B. Colwell	Colwell Prof. of American Literature
Lulu Law	Lulu Law Student Loan Fund
Kresge Foundation	Fine Arts Center Chapel Natatorium
Emma Genseke	Genseke Scholarship Fund
Glenn Dodds '26	Dodds Hall
William R. Forney '03	Endowment
Lilly Endowment	Liberal Arts College programs
Margaret Wakeley	Wakeley Gallery (Endowment)
Winifred Wisner	Endowment
Gladys E. Purkey '24	Endowment
Adaline Thorpe Weckel '27	Thorpe Music Library
Jack and Evelyn Sheean	Sheean Library
A. Lorraine Kraft '21	Endowment
Reimer D. Witt	Endowment
Robert & Louise Behr Empson	Empson Scholarship Fund
State Farm Foundation	Adlai H. Rust Chair of Insurance
Thaddeus & Leota Stubblefield Trust	Endowment for Student Center
Arrah Lee Gaul	Endowment and paintings
Louise Macy '28	Endowment
Homer B. '30 & Viola Field	Sunset Chapel
Kenneth B. Mears '32	Endowment
Evelyn Sheean	Evelyn Chapel
Daisy L. McFee '24	McFee Prof. of Religion
Zimmerman family	Rex James Bates & Richard B. Peterson Scholarship Funds
Agnes W. Christopher	Christopher Scholarship Fund (Music)
Russell O. '43 & Betty Shirk	Athletic facilities
Lester L. '36 & Roberta Smith	Chapel reception area Natatorium

because she left the bulk of her estate and her paintings to the University in honor of her father, Christian Lee Gaul. He was a Methodist minister and the recipient of a non-resident doctor of philosophy degree from Wesleyan in 1899. (The correspondence program existed from 1874 to 1910.) She had painted and sketched extensively abroad, especially in the Orient and the Arab countries of North Africa and the Middle East. Her bequest to Wesleyan included more than 200 paintings and many sketches of people. She thought we needed more art and decoration on the campus, and we did.

A teacher and librarian at Rochelle High School near Rockford, Louise Macy, a 1928 alumna, also left a major bequest to Wesleyan. She was a member of the Board of Visitors and an active United Methodist.

To the four named chairs and professorships that existed or were provided for in 1968, four additional ones were added in the next eighteen years. In addition to the Colwell Chair in American Literature, the Adlai H. Rust Chair in Insurance was created, the Daisy McFee Professorship of Religion and the Robert S. Eckley Professorship of Economics were provided by gifts to the University. The professorship in my name was a pleasant surprise announced at my retirement, funded by trustees, faculty and staff, alumni, and friends.

The five additional large buildings and the Presser Hall renovation required about two-thirds of the \$14 million added to plant fund assets during the eighteen years. The remainder went into many smaller projects and property acquisition associated with campus expansion. The \$1 million required for Dodds Hall was initially funded by a federal loan in 1970. In 1984, the loan was retired along with others from endowment funds when the federal government made this option financially advantageous. Later the building was substantially financed by a gift from a major donor, for whom Dodds Hall is named.

Not all memorials on the campus result from gifts. The Student Center expansion and Munsell Hall project had been the largest one for Lloyd Bertholf, so the Commons dining area was named for him and Martha. As he approached his eightieth birthday, we recognized his accomplishments at Wesleyan and his continuing dedication and interest.

Evelyn Chapel attracted more donors than any other project during my years at Wesleyan—70 named gifts and 355 others prior to its dedication in 1984. Many more have been added since then. The final cost was \$1.8 million, and we were able to raise almost that much more to endow its operation.

The financing of the Fort Natatorium had been assured in a 1965 bequest from Judge Arthur C. Fort, an 1897 alumnus, who left three farms and other assets in a trust which was distributed to the University in 1986. Inasmuch as the Fort bequest entailed the naming of an unspecified building, we sought to cover as much of its \$2.9 million cost as possible by new gifts to fund its operation. The \$1.5 million announced for that fund drive was largely accomplished when I retired in 1986.

Investment Management

The sevenfold rise in the endowment from 1968 to 1986 represented an 11.6 percent annual growth from additions, appreciation, and the reinvestment of a small portion of endowment income. The determination of a total rate of return on invested assets would require the disentangling of appreciation from the above rate of growth (plus the addition of endowment income that averaged approximately 4.5 percent annually from 1975 to 1986)—all of which is not possible from the historic data available. Suffice it to say that both the investment security and farm real estate components appear to have moved favorably relative to market averages during the period.

The shift away from farm investments to common stocks was conceived by Hugh Henning, Treasurer and Chairman of the Investment Committee, and me. Other trustees in the Investment and Business Affairs Committees concurred. It was achieved largely by making additions to common stocks, although it was frustrated (fortunately) by the tripling of farmland values during the 1970s. Farmland constituted two-thirds of the endowment portfolio in 1970, and it was not until 1980 that it dropped below half. The ensuing decline in farm values and continued additions to equity holdings shifted the composition to less than a quarter in farms by the time I retired in 1986. They have continued to diminish as a part of the entire portfolio. The second thrust of our evolving investment policy was to limit fixed income investments in favor of equities. The perpetual nature of the University made the total return approach appropriate. Longer period studies emphasize the superiority of equity and farm investments over fixed income alternatives. These historical results also led us to limit bond holdings, which offer higher current returns without the opportunity for appreciation inherent in common stocks.

The Investment Committee included the four officers of the Board and the President originally, as a sub-committee of the Executive Committee of the Board. To these we subsequently added the Chairman of the Farm sub-committee and State Farm's chief investment officer, Rex James Bates, once he joined the Board in 1978. Substantial amounts of time and expertise were required from these individuals as the following narrative will reveal. An ad hoc Investment Advisory Committee met several times under the leadership of Edward B. Rust to consider the overall strategy of the endowment portfolio. Membership in this group was more than a dozen and provided a discussion format with experts from State Farm Insurance investment department, the Common Fund leadership (a mutual fund for college and university endowments), and the Northern Trust Company to advise on various investment alternatives.

The University owned sixteen farms in 1968 totalling 5357 acres. Eighteen years later there were twenty-two with more than 6000 acres, located mostly in Central Illinois. However, that implies more consistency in holdings than was actually the case. From 1970 to 1974, ten farms were sold comprising approximately 2700 acres. Four of these were out-of-state and one was in northwestern

Illinois, which made management more complex, one was sold for a cooling lake, and three had undesirable soil characteristics. As implied earlier in the description of large gifts, the constituency of the University has directed significant gifts of farmland to it, and the trustees have followed a policy of exercising responsible stewardship by upgrading the holdings. There were only a few other dispositions, largely isolated small holdings. A sizeable farm in Kane County was partially given to the University in 1981, and sold for \$3.5 million, more than three times its original value a decade later as suburban growth occurred west of Chicago.

All of the farms were operated under the direction of professional farm managers and a sub-committee of trustees familiar with farming provided oversight. Glenn Kemp, president of the Lexington Bank, was chairman of the farm committee until 1970. Reid Tombaugh, a professional farm manager in Pontiac, was chairman for ten years, and he was followed for the next five years by Wilber Boies, former president of the Gridley bank. In 1985, Richard Vial, a former associate of Tombaugh's, assumed the responsibility. All of these trustees and several additional committee members, including James Bicket and Paul Allison, visited the farms and consulted frequently with the farm managers.

Investments in securities—almost exclusively marketable stocks and bonds—were the chief emphasis of endowment holdings. They rose from \$2.3 million at market value in 1968 to \$35.2 million in 1986. A decision had been made by the Investment Committee to retain the services of Stein Roe & Farnham to manage the portfolio just before I arrived. They did so for four



Board Officers 1979: Clifford Schneider '39 (president), William Goebel (secretary), John Dickinson '34 (vice president), and Hugh Henning (treasurer).

years and, at the time of a change in personnel, we decided to consider other management alternatives. After interviewing four managers, we placed the larger portion of the portfolio with the First National Bank of Chicago for the next eight years. In the meantime, we established a second account with the Common Fund in 1972, which had been established by the Ford Foundation to manage college endowments the year before. Our initial investment in the Common Fund was made from the endowment grant plus interest of \$250,000 made to the University by the Ford Foundation a few years earlier in a general distribution to encourage colleges to establish endowment funds. We added to each of these two accounts as funds become available.

A third account was started in 1976 when the \$750,000 proceeds of the sale of Atlas Spring and Manufacturing Co. become available. Edward B. Rust volunteered the services of Rex James Bates, and we established this third account under his management. The life-long experience he brought as an investor enabled us to profit fully from the common stock appreciation of the 1980s and to avoid investment mistakes others made. His results were favorable compared to total return on the Standard and Poors 500 stock average and we progressively added to it through the years. In 1981, we elected to fold the First National Bank of Chicago account into this one, making it the principal endowment holding of the University. We were fortunate to have Bates' professional money-management skills available to us. By 1986, the account he managed exceeded \$23 million and that of the Common Fund totalled \$8 million. Although equity performance struggled for a period in the 1970s, we ultimately benefitted generously from our heavy endowment commitment to common stocks.

The variety of bequests to a college can make it a collecting place for other investments which call for a wide range of investment competencies. The University had a "special investment account" arrangement with a national accounting firm that had been established in the late 1940s when the tax laws gave favorable treatment to investments involving charitable institutions. By the late 1960s, it had outlived its rationale and usefulness, so I initiated its termination. After a testy meeting with the managing partner, both sides walked away from the agreement, thereby ending it.

Illinois Wesleyan's residual investment asset from the arrangement consisted of total ownership of a precision spring company in Chicago, Atlas Spring, which had annual sales in excess of \$1 million and employed almost a hundred persons. We obviously lacked the expertise to oversee such an operation, despite having acquired it in 1951 in a boot-strap purchase, using revenue from the company to retire debt held by its prior owners. The Investment Committee quickly agreed that it ought to be sold, but the decision proved to be far easier than accomplishing the sale. Frequent trips to Chicago were required by me to oversee its management or attempt its sale. I was often accompanied by Allison, Henning, or other Investment Committee members. The only pleasure I recall from these jaunts was lunch at one of the Scandinavian singing clubs then still in operation on the north side of Chicago.

After the third or fourth negotiation for sale fell through, we realized that the sale was being thwarted by the incumbent president, who was supposed to be working for us. We had to find a new manager, drive the board of directors (the Investment Committee) to Chicago for a meeting, discharge the president, and reorganize. It was a long day, but we made an unsuccessful appeal to a Chicago bank for the fine arts financing at the same time. The new president installed was a former U.S. Steel executive, a family friend through a college roommate of Nell's, whom we knew was looking for an entrepreneurial opportunity. We eventually sold our little company to its new president in 1975.

Unexpected good fortune does occasionally happen, and it did so on property given to the University by a trustee, Mrs. Mary Hardtner Blackstock of Springfield. She had made her first large gift to the University in 1935, and her estate left farmland in Barber County, Kansas, to Illinois Wesleyan and several other charitable institutions. The farms had been sold in 1963, but the mineral rights had been retained. Gas and oil production from three leases provided income in excess of \$1.5 million in the five years 1981-1985, immediately following the second oil crisis, when prices peaked. We treated it as a windfall return of capital and reinvested it in the endowment. (Income in 1990-91 was still more than \$50,000).

Mrs. Jessie Moorman made a gift of stock in the privately held Moorman Manufacturing Co. of Quincy, engaged in making livestock feed and soybean processing. The company has performed well since Wesleyan received the gift, providing a total return of 11.4 percent annually. Nevertheless, it required periodic review. My son Paul, who is an investment analyst, has visited the company with me a number of times to evaluate the holding.

Miscellaneous urban real estate holdings were sold, including a small hotel in Bloomington and a filling station in Gary, Indiana, to concentrate investments and optimize supervisory effort.

The federal government afforded an opportunity for early debt retirement, which we took advantage of in 1984 using internal endowment funds. We paid off the remaining \$2.8 million debt on Ferguson, Munsell, and Dodds residence halls plus the Student Center for about half as much, locking in a 12.75 percent rate of return over the average maturity of twenty-two years for the funds invested. Our ratio of long-term debt to fund balances (corresponding to net worth in a business) fell from a high of 24 percent, just after completion of the Fine Arts Center in 1973, to 2 percent in 1986.

Stability of personnel in the Investment Committee enabled us to gain in expertise over time. I was the initial author of investment policy statements prepared and revised in 1972, 1976, 1981, and 1988 for the Investment Committee. They attempted to clarify objectives and assign responsibilities. Three trustees--William Goebel, Robert Underwood, and David Wilkins, participated in drafting a statement on Social Responsibility in Investing adopted by the trustees in 1985. Because of their increasing complexity, a list of institutional investment relationships was prepared for the Investment Committee annually to remind members of the need for surveillance. In 1986 there were four-

teen institutions managing investments for the University valued at more than \$100,000 each, in addition to those managed directly by the Committee. Another annual practice was the comparison of life income and annuity payments to cash income received by the endowment, which were consistently well under 10 percent. This permitted us to accept properties in exchange for annuities or life income arrangements which were beneficial to the University even though the investments might not produce enough cash income to meet the annual income commitments.

The results speak for themselves. For the first time in its 130 year existence, the University could face the future with an assurance of financial undergirding. After 1980, Illinois Wesleyan had an endowment valued among the top 10 percent for colleges with less than 3500 students.

Chapter 7

Volunteers—Trustees, Methodists, Alumni and Friends

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The Northwest Ordinance, Article 3, 1787

Illinois Wesleyan was established as a joint venture of the Central Illinois Methodists and community leaders, and for the first one hundred years, the institution was heavily dependent on the organizing skills of the church. Volunteer activism is a prominent feature of American society and the University's origin and evolution are characteristic of that interest. As the years passed, the community and interest in higher education grew, and the alumni expanded apace. A volunteer organization needs an effective coterie of devoted people and supporters. In Wesleyan's case the rudiments of these support groups were in place in 1968, although they awaited what is called "basic training" in the military, organization and esprit de corps.

For one hundred years after the first real executive officer was appointed in 1857, Illinois Wesleyan was headed by a Methodist minister except for a two-year period in the late 1930s. All of the trustees were elected by the church until 1968, when the charter and by-laws were extensively revised, reducing the Methodist Conference role to the naming of only one-quarter of the board. My tenure began with this new institutional structure, and more or less coincided with a more active role of civil authorities in subjecting independent institutions of higher education to greater scrutiny and regulation, including the application of federal and state labor and civil rights statutes.

Until 1968, the ministerial contingent on the board had the distinctive position as "official visitors" who met with the trustees and had the exclusive authority of nominating the president. After the charter and by-law revision, which reduced the board (including visitors) from forty-eight to thirty-nine, we sought to perpetuate the use of visitors meeting annually with trustees as a way to enlist the expertise and interest of a wider group from the University's constituencies. This first took the form of several visiting committees dealing with

particular components of the University, and later the Board of Visitors was created to meet annually with the trustees.

When I arrived, there were approximately 10,000 names on the alumni rolls. Because of the growth of enrollment, the number increased by roughly 40 percent during my eighteen-year tenure. By 1986, almost half of the alumni had attended Wesleyan in the years I served as president. They have always exhibited a devoted attachment to the University, and this has become more evident as the fortunes of the institution have improved.

In addition to representation on the Boards of Trustees and Visitors, community business and professional people had been affiliated with the University through the Illinois Wesleyan Associates, which prior to 1968 had no fund-raising role. Two giving clubs existed for alumni and friends—the Century Club had been established for faculty support in 1959 and the President’s Club, in 1967. The Dads’ Association, forerunner of Wesleyan Parents, was established in 1960.

TRUSTEES

“Taking as a starting point 1530, when the Lutheran Church was founded, some 66 institutions that existed then still exist today in the Western World in recognizable forms: the Catholic Church, the Lutheran Church, the parliaments of Iceland and the Isle of Man, and 62 universities.”

Carnegie Council on Policy Studies in Higher Education, *Three Thousand Futures*, 1980

Legally, the trustees are the university, although students and faculty are obviously necessary for it to accomplish its mission. The charter and by-law revision just before I arrived placed all thirty-nine trustees on equal footing by removing the distinction between trustees and ministerial visitors that had previously existed. There are still several constituency distinctions in the election process. Nine trustees are elected by the Central Illinois Conference of the United Methodist Church, three, by the alumni, and three are ex officio—the President, the presiding Bishop of the Conference, and the President of the Illinois Wesleyan Associates. The other twenty-four are elected by the Board itself as a self-perpetuating body. I served with ninety-seven board members and participated in naming four others the year I departed. Only three—Schneider, Henning, and Goebel—served the entire eighteen years with me, but twenty had served fifteen years or more when they left the board. Most of them took membership seriously. The average tenure of the sixty-three who left the board while I was there was ten years.

Approximately half of the trustees were alumni and half were Methodist (including the one quarter elected by the Church—two-thirds of whom had to be ministers) during my tenure. The constituency requirements of the by-laws necessarily complicated the trustee recruitment process, although they probably



Trustees from State Farm 1986: Edward Rust, Jr. '72, James Bates, Roland Marston '47, Eckley, and Marvin Bower '45

served the purpose of keeping significant groups represented. When asked what he wanted from a trustee, Henry Wriston, who spent twenty-nine years as president of Lawrence College and Brown University responded: "Work, wealth, and wisdom, preferably all three, but at least two of the three." I found that to be a useful but over-simplified guide, particularly if the admonition "at least two of the three" was insisted upon and the wealth category was relaxed to include access to wealth or willingness to approach sources of funds.

Board attendance in most years approached two-thirds, which I thought less than satisfactory when Ed Rust, probably our trustee with the most obligations, achieved almost perfect attendance. We were able to get half of the newly elected trustees through a one-day orientation session to become familiar with the University, something we might have done better had we had more sessions and emphasized them with a higher degree of expectation. In 1985, we developed a Trustee Handbook to help organize information to enable trustees to perform their responsibilities better. Board-building is a tentative process, as anyone knows who has engaged in it. Able people attract additional able people.

One of the challenges in board-building is the creation of an ambience of leadership by the inclusion of recognized people who are willing to work on behalf of the institution. During my tenure, six chief executive officers of major corporations were members of the Board, including the two most important ones domiciled in Central Illinois, State Farm Insurance and Caterpillar. I asked

Edward Rust to join the Board shortly after his son transferred to Wesleyan. Following his death fifteen years later, his son and successor, Edward Rust, Jr. '72, accepted my invitation to become a member of the Board. Three other members of the State Farm President's office—Roland Marston '47, Marvin Bower '45, and James Bates—also joined the Board, bringing diverse backgrounds. William Naumann and I had worked together closely at Caterpillar and he joined our Board in 1971. Others with widespread reputations included the pharmacologist, Harold Hodge '25, John Cribbet '40, Dean of the University of Illinois Law School and later Chancellor of the Urbana campus, Austin Fleming, an expert in Illinois probate law, the popular Illinois legislator, John Maitland, and Robert Underwood '37, who served twenty-three years on the Illinois Supreme Court.

Seven women served on the Board during my tenure, including five during the 1980-83 interval. This was probably not enough relative to the ninety-seven total, but it was far more than the earlier token numbers of members. Helen Goldsworthy Campbell was the first to achieve a leadership position as chairperson of the Development Committee in 1986.

I was concerned that the average age of trustees was tilted toward the fifties and sixties and sought to include several age thirty-five and younger. We elected seven younger members, including three still in their twenties—Claire Lodal Wilson '71, George Vinyard '71, and Luanne Dole Cloyd '76. Claire Wilson, our youngest trustee elected at age twenty-two, served faithfully for nine years despite long travel commitments and her responsibility for young children. Vinyard became chairman of the Academic Affairs Committee in 1985.

The four officers of the Board displayed remarkable stability during my years—only six individuals occupied the positions. After serving seventeen years as a member of the Board, including the last eight as president, Paul Allison '35 chose to retire in 1970. He was a doer, not a talker, and one of the swiftest moving persons I have ever encountered. I suggested another alumnus, Peoria attorney Clifford Schneider '39, as his replacement, and the nominating committee and the Board readily assented. He served the remaining sixteen years with me. He was in the center of a three-generation sequence of Schneiders at Wesleyan, and a man of wise instincts and great equanimity. Addressing the Presidents's Convocation in 1973, he said:

"To a degree the Board sits in the position of a judge measuring competing demands on the resources of the University—competing demands for University programs—against each other, and trying to achieve some reasonable balance, always in the light of what is best for the greatest number—always in line with the University purpose and in line with the Trustee's basic task of holding the University in trust...."

Another alumnus, John Dickinson '34, served as vice president until he reached mandatory retirement in 1985. He had served longer than any other Board member—twenty-five years—during my tenure, and was a man of immense patience and generous judgments. His grandfather had been president of Hedding College, his father was president of Hedding's board when it

was merged into Wesleyan, and Dickinson was responsible for moving the Hedding bell to the Wesleyan campus during the 1930s. He was replaced as vice president by William Goebel, who had served as secretary and legal counsel since 1964. Robert Reardon became secretary in 1985. (After I retired, in 1987, Goebel reverted to secretary and Reardon became vice president). Hugh Henning was treasurer of the Board during my entire tenure. In that capacity, he was also chairman of the business affairs committee and the investment committee. In 1986, as I was leaving, he was elected president of the Board. My board associations consequently were longest and deepest with the four officers, and especially with Goebel and Henning, who devoted untold hours on behalf of the University. Each will have spent roughly three decades as trustees and officers before they retire from the Board.



Clifford E. Schneider, Board president, 1970-86

My prior business responsibilities in pricing had conditioned me to working with attorneys prospectively before any question of possible litigation arose, so I followed that pattern of prior consultation with Goebel. He was accommodating in this respect, and together we avoided any litigation during the period. We cannot say what was avoided, but the increasing crescendo of litigation engulfing universities and society in general made it obvious that caution was in order. Of the 6,574 days I was president, it is not excessive to estimate that on more than 2,000 of them I was in telephone contact with Goebel, sometimes several times per day. Maybe Goebel was making amends for his great-great-grandfather, the Rev. Peter Akers, who declined becoming Wesleyan's first president because the offer did not contain adequate financial support. Like his famous ancestor, Goebel exhibited an intense interest in education. In the late 1970s, he developed and taught a course on law and the liberal arts when the University was exploring liberal arts and professional relationships under the auspices of the Lilly grant. I could always count on my queries getting expedited responses as a result of his devotion to Illinois Wesleyan.

Henning's responsibility as chairman of the investment committee involved us jointly in charting a course for the endowment, as well as in solving several of the sticky problems we inherited—what to do with the precision spring company, urban real estate, and charitable gifts of various descriptions. Henning's background and perspective is much broader than often associated with the lead partner in a public accounting firm. His principal avocation is reading and

his interests are wide. Of particular value to the University were his skills in designing deferred giving approaches because of his knowledge of the tax laws and familiarity with business enterprises. Henning was the right choice for Board president in 1986.

In addition to the four officers and the president of the University, the Executive Committee of the Board includes the three other Board Committee chairmen and a designated representative of the Bishop. Each of the three committees had two to four people who served as chairmen: Academic Affairs, Scott Anderson, John Cribbet, Robert Reardon, and George Vinyard; Campus Life, Dale Pitcher, Wayne Hess, Richard Newhall, and Burt Lancaster; and Development, Ray Danielson and Davis Merwin. Since the Board met only three times a year, much of its ongoing responsibility was carried by the Executive Committee, which met regularly nine times per year. I tried to operate on a "no surprises, full disclosure" policy in relation to the Board. I called the officers of the Board frequently to discuss sensitive issues when they arose. Executive Committee minutes were sent to other trustees immediately following each meeting. For most of the years, I wrote a quarterly letter to trustees and friends of the University, timed to arrive between Board meetings. It was distributed to Visitors and other people close to the University.

Trustee expertise in a wide variety of areas was utilized as often as possible and frequently proved to be very helpful. Examples of assistance provided by trustees in the field of investments were mentioned in Chapter 6. Many trustees helped in development or fundraising as mentioned in conjunction with large gifts. For example, Loring Merwin approached a prep-school friend, the philanthropist Paul Mellon, and the Chauncey and Marion Deering McCormick Foundation in the Ten Million Dollar Program and succeeded in obtaining significant five and six-figure gifts in each case. His leadership of the Fine Arts Visiting Committee probably contributed to several gifts from members of that Committee. William Naumann assisted us in approaching the Charles Merrill Trust and the Caterpillar Foundation. A gift from the latter foundation put us over the top for the TMP campaign. One of the most interesting examples of what could be done through persistence was Vernon Butz '27L, a Kankakee attorney, who assisted in arranging the Voight farm gift during the Bertholf years. A doctor in Herscher who wished to help southern African Americans had left a farm to Rust College in Mississippi. With Butz' assistance, his widow, Winifred Wisner, left her estate to Illinois Wesleyan. A cousin of Butz', Emma Genseke, left the proceeds from of an estate including a wax company to several charitable institutions, among them, Illinois Wesleyan.

A number of trustees provided important linkages to other volunteer organizations, including the Visiting Committees, the Board of Visitors, the two capital fund campaigns, and the President's Club and other current fund organizations. In the Ten Million Dollar Program, Edward Rust framed the recommendations from the Visiting Committees that became the goals of the campaign and Davis Merwin headed the development effort after the death of Ray Danielson, who had seen us through the initial year of the campaign. Danielson encouraged other trustees in seeking funds for Wesleyan by saying,

"As an insurance salesman, when I get up in the morning I know that nobody is waiting to see me." Dave Merwin always approached development with his own brand of infectious cheerfulness and commented, "Since Harvard, my own alma mater, has an endowment approaching \$1 billion, I feel that I might better spend my dollars here at Illinois Wesleyan where I'll be able to see some of the good effects...." I suspect he supported Harvard also, but his help here was significant.

In the case of the Alumni Campaign for Endowment, Virgil Martin '32, retired Chairman of Carson Pirie Scott & Co., served as General Chairman while William Naumann and Edward Rust acted as honorary co-chairman. Martin was one of our long-serving trustees, who had supported the University in many capacities. Helen Goldsworthy Campbell, who knew the Central Illinois Conference well, was chairperson for the chapel fund drive. Flora Armstrong '43, who had extensive alumni contacts, assumed the leadership of the swimming pool drive along with her husband, Victor Armstrong.

Helen Goldsworthy Campbell was indefatigable in pursuing gifts for the chapel, and the breadth of support was attributable to her. The Volunteers for a Wesleyan Chapel met frequently and imaginatively from mid-1981 until Evelyn Chapel became a reality. More than 500 gifts made it possible. Flo Armstrong had earlier headed the Century Club and initiated the successful natatorium fund drive in 1984. After moving to Phoenix, she became the principal sponsor of Wesleyan alumni meetings in that area.

VISITORS

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Thomas Jefferson, letter advocating the establishment of a college, 1816

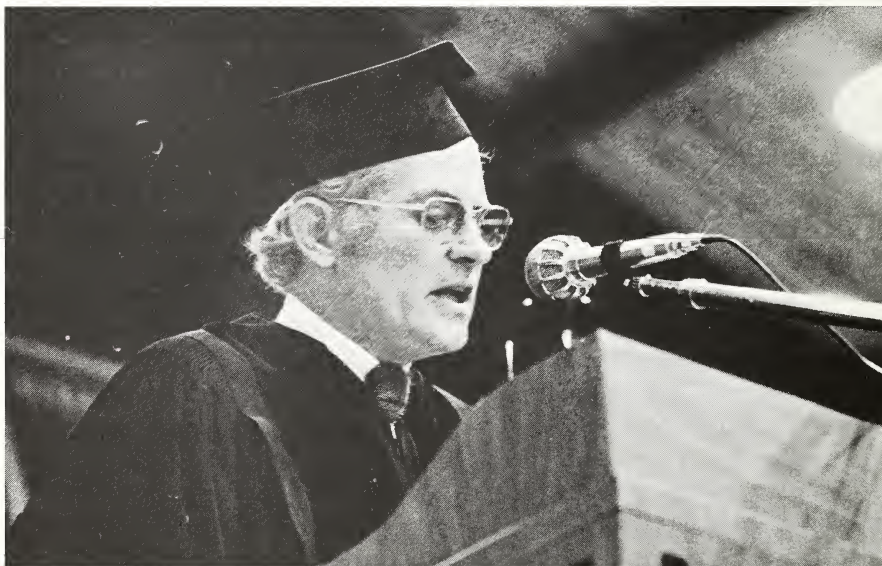
The establishment of visiting committees was an effort to discover and widen the constituencies of the University. Not enough had been done to identify and connect various people in our constituencies—alumni, Methodists and other church members, the community (defined as McLean County, Central Illinois, and to some extent all of Illinois), and professional or interest groups related to the University's academic programs. Our development consultant, John Bolinger, was instrumental in suggesting the use of visiting committees for this purpose in 1970 as he was in recommending the "Year of Reevaluation" undertaken that same year. Two committees already existed and three more were established. They were broadly sprinkled with trustees, former trustees, and future trustees to be "discovered," in order to heighten the interaction with our official governing board.

The Science Advisory Committee was organized in 1948 under the joint initiative of Harold Hodge, class of 1925, and Wayne Wantland, who headed our science division from 1944 to 1971. Hodge was then at his prime as a professor

at the University of Rochester Medical School. Two years earlier, he had been one of the scientific observers at the nuclear tests at the Bikini atoll. The committee met annually and had a major role in encouraging Wesleyan's science capability through the 1950s and 1960s when faculty and facilities were woefully deficient. It met until 1980, once under the leadership of George Brown, class of 1934, of the Sloan Kettering Institute for Cancer Research, who was another member of the committee. Hodge's thoughtful assistance to Wesleyan was many-sided and continuous. I encountered him for the last time in front of the chapel after he had retired for the second time, although I knew from an MIT friend that he was working on a lab bench at the Forsyth Dental Laboratories near his home in Boston.

The Women's Committee of the School of Nursing had been created by the School Director, Mary Shanks, in 1963 under the leadership of Mrs. Margradell Riddle, class of 1918. It functioned into the 1980s to provide community feedback on the School and also to assist in public relations and fundraising. There were several doctor's wives and other community leaders among its fifteen members. The School Director had pushed for renovation of the ground level of Stevenson Hall (the former science building) for the School of Nursing, but as discussions continued it became increasingly clear that the School did not need additional space and there appeared to be little support for the project. Instead, the space was renovated for the psychology department in 1972, which badly needed upgraded facilities.

Perhaps the most active of the visiting committees, the Committee on the Liberal Arts College, operated under the chairmanship of Edward B. Rust from



Edward B. Rust, Commencement 1974

1970 to 1974. The eighteen members of the committee struggled with the academic content of the Liberal Arts College curriculum and the financial problems faced by such institutions. They recommended some trimming of sails and clearly perceived the necessity for levelling enrollment and building the endowment. Rust was an accomplished, no nonsense, executive with impeccable academic credentials as a Phi Beta Kappa graduate of Stanford in economics. When questioned by an environmentalist on whether his cattle might be polluting the creek on his farm, he replied that he was aware of and working on the problem, but the cows didn't seem to understand. He was the natural choice to meet with the chairmen of the other visiting committees and prepare a combined report for all five for presentation to the Board of Trustees. With several similarities in background, we worked easily together on this and other undertakings, both for Wesleyan and for State Farm Insurance. His contributions to Wesleyan were many, from Commencement speaker to major donor, and his extensive connections through the U.S. Chamber of Commerce presidency and State Farm made him especially helpful. I never asked him for any assistance or service he did not provide.

The chief question for the Visiting Committee on the College of Fine Arts was whether or not to proceed on the large construction project outlined in the 1967 proposal for the Fine Arts Center. There were more than a few dissenters. Underlying this question was the future value of the commitment Wesleyan had developed in the three Schools up to that time. The commitment to Music was the longest and most extensive, although the Art and Drama Schools were beginning their third decade. Loring Merwin was the right choice for leading this Committee because of his prior interest in the arts (he had mounted a pre-World War II exhibit of national significance in Bloomington) and his extensive network of friends as publisher of *The Pantagraph*. The Committee examined our facilities and the proposed project thoroughly and interrogated the School Directors extensively on programs and accomplishments, including asking for lists of outstanding alumni in the arts. The nineteen members of the Committee strongly endorsed the building of the Fine Arts Center and removed doubts that the project was too ambitious. Merwin did not live to see the Center completed, but he gave us an enthusiastic beginning with his leadership.

The small Athletic Committee, under the chairmanship of Robert Fleming '45, assessed needs in the Fieldhouse and Stadium that were eventually fulfilled. Perhaps more useful was its role in revealing that a constituency for underwriting a new swimming pool did not exist, although the need was clear. As a result, the project was deferred for fifteen years. Priorities get established; choices must be made.

A backward look at the Visiting Committees of 1970 and the initial membership of the later Board of Visitors in 1979 reveals that five of the former Committee participants subsequently became trustees and seven members of the Visitors also joined the ranks of the trustees. In a very real sense then, the participation of Visitors served as a means for uncovering new volunteer leadership for Wesleyan. In addition, they served as a vehicle for discovering and matching interests in the University. Visitors often identified with the sponsor-

ship of various University activities and occasionally made gifts in support of specific projects.

In the late 1970s, we decided to use a generic Board of Visitors rather than individual committees, although we continued to employ committees for specific tasks such as Investment Advisory, Commission on Church and University, and the Chapel Sponsors. Accordingly, beginning in 1979 we invited 165 people to join our Board of Visitors, which met annually my last seven years at Wesleyan. Eleven former trustees were among its members as well as many trustees. Case statements, questionnaires, and presentations were used to generate feedback on questions of concern to the University. The chapel and swimming pool were openly broached initially at the first meeting. Presentations were successively made at subsequent meetings by faculty division and school directors, students, and young alumni, with opportunity for questions and discussion. Other meetings featured the announcement of the ACE campaign, Jaroslav Pelikan, the prior year's Jefferson lecturer, as the chapel dedication speaker, and Dean Wendell Hess reporting on the Task Force on 1990.

My friend, William Naumann, served as chairman of the Board of Visitors. He had just retired as Chairman of the Board at Caterpillar. Naumann was from Pekin, joined Caterpillar as an apprentice, and served the company for 55 years. Consequently, he was widely known in Illinois and had extensive business relationships. Although he was a Roman Catholic, he took an active interest in Wesleyan. Along with Bernard E. Wall '30, he helped to dispel the barriers that had once stood between the University and the Roman Catholic community.

THE METHODISTS

"Uniting knowledge and vital piety."

John Wesley

"The broad backed hippopotamus

Rests on his belly in the mud;

Although he seems so firm to us

He is merely flesh and blood."

T.S. Elliot 1920

Methodists were in fact Illinois Wesleyan's first constituency. There were no alumni and the community, while it keenly wanted a college, could not get it going without the spiritual dedication and organizing zeal of the Methodists. Illinois Wesleyan originated as a joint venture of the church and community leaders and was chartered by the State of Illinois, yet it was completely controlled from 1854 until 1968 by the Central Illinois Conference and its two predecessor conferences. The church tie or relationship is "official," but like other institutions the connection to church people is amorphous. To some it is close

and cherished, to others the link is wholly volitional. Moreover, religious life was changing in the decades I was at Wesleyan and the relationship between church people and affiliated institutions was undergoing modification at the same time.

The 1968 change in the charter and by-laws—from total control of trustee membership by the Methodist Conference to minority control—stemmed primarily from adjustment to reality. Fear of civil authority adversely affecting denominational colleges, on the one hand, and termination of excessive denominational power, on the other, possibly lurked in the minds of some involved. I had no part in it, other than to urge the completion of the task which Lloyd Bertholf had set in motion in 1966. Bertholf was the most likely person to carry this through for he had excellent relations with the Central Illinois Conference and had been instrumental in arranging a rent-free lease for the Conference office building site on the campus a few years earlier. The transition occurred without incident simultaneous with my arrival. This was a significant accomplishment by the Bertholf administration because such changes are often accompanied by divisive dialogue which was avoided in this case.

The area that encompasses the Central Illinois Conference had a stable population of almost 2.5 million in the middle third of Illinois stretching from Moline to within 20 miles of St. Louis and from Kankakee to the county adjacent to Terre Haute, Indiana. United Methodist churches claimed about 170,000 members, or 7 percent of the population, and membership was declining. The Conference was under the leadership of a bishop, who also had the responsibility for a smaller conference in southern Illinois. It was divided administratively into eight areas under as many district superintendents. I served with three bishops—Lance Webb and Leroy Hodapp, each for eight years, and Woodie White for his first two years in Illinois. Although each was an ex officio member of our Board of Trustees, participation in meetings was rare because of the press of other responsibilities. Among the other six ministers on the Board, we had a representation of Conference Council (staff) directors, district superintendents and church pastors, who served ably and well in a variety of trustee assignments. A significant number of the Conference ministers were Wesleyan alumni, and they often devoted themselves to referring prospective students to the University and serving it in other ways.

The Church had extensive commitments to a wide range of institutions—hospitals, retirement homes, children's treatment and care facilities, and campus foundations at the public universities, in addition to three higher educational institutions. Consequently, the time and funds available for Illinois Wesleyan were circumscribed, and financial support rose slowly. Assistance flowed in both directions. The University made grants of as much as half tuition to children of United Methodist ministers based on need. By the 1980s, the amount of these grants was exceeding Conference assistance to the University.

The declining proportion of United Methodist students in Wesleyan's enrollment can hardly be laid at the feet of the Conference clergy or the effort of the University to attract them. Rather, the connection appears to lie in declining Sunday school attendance and participation in youth groups, associated with

societal developments that had their origin in the 1960s youth rebellion and did not end as it subsided. All four members of the religion department faculty—Geoffrey Story, Jerry Stone, William L. White, and James Whitehurst—were United Methodist ministers and members of the Central Illinois Conference.

We continued to have an interest in pre-seminary study and other church-related professional opportunities, which made Illinois Wesleyan a continuing presence to the leading theological schools. Several students each year moved on to seminaries. Craig Hill, Class of 1978, became the first American and the first Methodist to serve as chaplain of Christ Church at Oxford, where John Wesley had attended college. Other manifestations of the church relationship are evident in the Collegiate Choir and other choral groups, whose repertoire is primarily church music, the sacred music degree, and the outstanding organ program. Lee Short took the initiative in 1969 in starting the annual Church Music Conference for musicians in the region. David Gehrenbeck assumed leadership of the event a few years later and it has continued for twenty-four years. In the tenth year a program featuring Robert Baker, Class of 1938, head of the sacred music program at Yale, attracted 400 attendees. Professor Marilyn Keiser '63 of Indiana University has returned to Wesleyan periodically for organ recitals.

In 1970, I was invited by Myron Wicke, head of the Division of Higher Education of the national church in Nashville, to participate as one of eight regional college presidents in planning efforts to enhance the institutions through their church ties. I served on that committee for three years. In 1974 I was elected to the presidency of the National Association of Schools and Colleges of the United Methodist Church, made up of the more than one hundred schools, colleges and universities affiliated with the church. I pushed for incorporation of the Association so that it might play a more active role in helping solve some of the problems facing church-related institutions. I was elected in 1973 to the first of two four-year terms on the University Senate of the national church, responsible for the official status of educational institutions related to the church. This group attempted to counsel institutions undergoing academic or governance problems.

A few institutions affiliated with the church did find themselves severely challenged in the courts. In order to be dismissed from litigation on appeal to the Supreme Court of the United States in 1974, Western Maryland College, a United Methodist institution, signed stipulations agreeing to remove two crosses from its chapel, to "neither describe itself nor hold itself out as being a church-related college," and to "neither sponsor nor conduct any religious services," among others. Needless to say, shock waves went through the ranks of church-related institutions. Whether or not it was necessary for Western Maryland to go to this extent to extricate itself is debatable, but it was done.

Partly in response to this and similar concerns, Bishop Hodapp and I were among about forty people attending a consultation on legal questions and church colleges called in 1978 by the Board of Higher Education and Ministry of the church. About the same time, the Board began publishing *Lex Collegii*, a legal newsletter for independent higher education. In another endeavor involv-

ing several of the same people, I participated the following two years in the Center for Constitutional Studies at Notre Dame University.

In order to respond to church interest in higher education and to tell the Wesleyan story as often as possible, I accepted practically all invitations to speak in United Methodist churches. My records indicate that I gave twenty-five talks in churches, mostly from the pulpit in seventeen locations. I had done enough of this before joining Wesleyan to be somewhat prepared, and I welcomed the opportunity to elaborate the mutual interests of church and college in the preparation of young people.

ALUMNI

"Our college cause will be known to our children's children."

Daniel Webster, letter following the U.S. Supreme Court decision, Dartmouth College case, 1819

As a result of past and prospective enrollment patterns, the alumni—those who graduated or attended long enough to want to be identified with Wesleyan—will continue to grow into the next century. Keeping up with the one in five Americans who change addresses every year is a problem with which every college must deal. Wesleyan's problem was not made easier by the absence of an alumni directory for forty-two years until we undertook the task in 1971. With the availability of computer technology, we established publication on a five-year interval beginning in 1978. As a consequence of the three directories published by 1983, we were able to improve communication with former students and encourage a two-way information flow.

Almost half of alumni lived in Illinois, and the others were widely dispersed geographically. The Chicago area, Bloomington-Normal, and the Los Angeles area, ranked in that order, contained about a quarter of the total. Similarly, concentration by state outside Illinois was heaviest in California, Florida, Texas, and New York, in that order and in the four contiguous states of Wisconsin, Indiana, Missouri, and Iowa. Together, these eight states accounted for almost a quarter of the total. Because of the widespread distribution, gatherings were not easy to arrange, although a small college environment creates many ties and Wesleyan alumni are exceedingly loyal.

Two illustrations of this loyalty show the dimensions of the relationship in geographic and temporal terms. During the chapel campaign, an unsolicited gift of \$5,000 was received from the Rev. E.E. Sing Lau '24, retired minister of the Kampung Kapor Methodist Church in Singapore. About two years earlier, Professor Tsing Lai Lau of the University of California (Davis) dropped by unannounced to make a \$10,000 donation in memory of his deceased wife, who had received scholarship assistance to attend Wesleyan for a year in the 1930s.

Alumni leadership was always forthcoming for the Alumni Council, the alumni fund, class chairmen, the Century Club, and phonothons. With organization and assistance from these groups, financial assistance from the alumni

grew rapidly and constituted the most dynamic part of the current fund. As mentioned in the previous chapter, alumni gifts almost doubled every five years, rising at an average rate of 14.6 percent annually. This degree of support, reflecting both increasing generosity and wider participation, enabled the University to plan its budgets with greater confidence.

Obviously, the orchestration of arrangements for fundraising required forethought and effort by the staff. Early in my tenure, we attended an alumni meeting in Danville equipped with the usual brief comments and slide presentation. A recently retired staff member went along to show us how to do it. At the end of the meal, he passed a cigar-box around and asked people to drop in the price of the meal and "perhaps a little more for Wesleyan" with a nervous chuckle. He then got people on their feet to reminisce about— whatever. One woman talked about her cat, and two others got into a discussion as to the room number in which they had a class together. They did agree on the building. First, I realized there would not be time for both slides and a brief talk; then, it became apparent that there would not be time for either one. On the way home, Nell and I decided that some things ought to change.

As we became acquainted with more and more of the alumni, we grew to appreciate the varied qualities circumscribed by the Wesleyan experience. Nowhere was this more evident than in the fifty year class reunions, where pretense and competition no longer existed because the record was already written. The class of 1925 prepared extensively for their own reunion, and more than half of those living attended. That stirred us to greater action. The 1925 class had included two men who became medical school faculty, Harold Hodge



With John Cribbet '40, Commencement 1971

(Rochester) and David K. Miller (Buffalo); Wesleyan's first Rhodes Scholar, Rueben Borsch, an attorney; a Methodist minister, R. Walker Butler; and several wives of college and university faculty members.

We gradually perfected a dinner party for the fifty year class including the usual accoutrements, along with a short talk I prepared using selected recollections from the *Argus* of things that happened when they were undergraduates. There was a Wesleyan bus that always broke down during the 1930s, the perennial *Argus* editorials deploring student behavior in weekly chapel, and the visits of Spencer Tracy, John Philip Sousa, Clarence Darrow, Carl Sandburg, and Ernest Fremont Tittle. Each year a different story was relevant, such as the future Chief Justice of the Illinois Supreme Court, Robert Underwood '37, arguing for the affirmative in 1936 on the question: "Resolved that Congress should be empowered to override decisions of the Supreme Court declaring acts of Congress unconstitutional."

Family traditions are strong at Wesleyan. While I served, six Simkins children from Pennsylvania graduated from IWU: Jo (Lis) '75, a general surgeon; Joe '77, an insurance agent; Janet (Shafer) '78, a homemaker; James '81, an industrial engineer; Jon '83, an insurance claims examiner; and Joy (Bischoff) '86, a nurse. Two are married to Wesleyan alumni. Each year there were many second, third, and fourth generation students, and roughly one-fifth of the students reported relatives having attended Wesleyan. Also, about one-fifth of Wesleyan alumni are married to other alumni.

In 1972, the Distinguished Alumni Award was revamped and restricted to one per year, rather than multiple awards as in earlier years, in order to enhance the recognition. The following year awards were established for Loyalty and for the Outstanding Young Alumnus, later named for Robert M. Montgomery '67, who had been a Student Senate president and alumni director and was later killed in an auto accident. Together, these awards enabled the University community to focus on different aspects of the achievements and contributions of its alumni. Fifty-one honorary degrees were awarded during my tenure, twenty-two to alumni, providing another means by which the University recognized its graduates.

COMMUNITY. FRIENDS. PARENTS

"Founded in the faith that men are ennobled by understanding, dedicated to the advancement of learning and the search for truth, devoted to the instruction of youth and the welfare of the state."

The University of Minnesota, inscription on Cyrus Northrop Memorial Auditorium

Bloomington-Normal provided a supportive, stable, warm, and growing environment for an improving micro-university. Gradually through the two

decades, I saw the patronizing relationship, in all its positive and negative contexts, change to one of genuine pride in a local institution's achievements and recognition. The combination of insurance, agricultural, manufacturing, and transportation interests were broad for a small city and conducive to a developing educational center. The founding Fells, Funks, and Davises were followed in my generation by the encouragement of the Merwins and Rusts. Co-existence with a large public university was mostly positive, although there were occasions when I understood how the Canadians felt about sharing a continent with an elephant. While devoid of significant growth, Illinois, too, had its advantages: its eleven million people, the proximity of Chicago, and the solid support for a dual system of public and independent higher education.

The 1968 by-law revision provided for the head of the Illinois Wesleyan Associates, the business and professional people of Bloomington-Normal, to be an ex officio member of the Board of Trustees. It remained, however, necessary to convert the group, which had been formed in 1953 with Adlai H. Rust and Clarence Heyl as co-chairmen, from a friend-raising also to a fund-raising organization. That was not hard to accomplish once the message was delivered with some subtlety that an independent college needed financial support from those in the community capable of providing it. People need to be reminded and asked. Luckily, our first luncheon speaker was the astronaut, Frank Borman. We got off to a good start, and subsequent speakers continued to provide attractive programs. Seven trustees served in this capacity during the eighteen years, each with his own unique contribution to board building and program assistance.

The Century Club and the President's Club proved to be active means of finding friends and support within the community and the alumni. The Century Club had been organized early in Lloyd Bertholf's administration and offered an attractive connection between faculty support and the award banquet each year honoring an outstanding faculty member. Attendance grew each year as genuine interest in the award winner's presentation attracted an expanding group of returning alumni and friends to participate in what became a unique annual experience for three decades. Membership increased rapidly with enthusiasm generated by the club president, always an alum, and a board of diverse people.

The initial effort in the case of the President's Club was to enroll as many as possible of the trustees and associates who were capable of making an annual \$1000 gift. A board and more formal organization awaited the leadership of Bernard E. Wall in 1973. This group included a large segment of trustees and philanthropic leadership, and we made a practice of including it along with others in significant events in which they might have an interest as well as providing them with a sampling of books and artistic endeavors by Wesleyan faculty. A dinner and theatre party each summer became the fixed agenda for the Club. Harriett Rust assumed the presidency of the Club soon after I retired and provided enthusiastic leadership for its continuing expansion.

The Wesleyan Parents grew rather naturally out of the former Dads' Association in 1972. Several parents from each class are added annually, usually but not always couples, and some are retained on the board after their children's graduation to maintain contact with those still interested in assisting the University. Involvement of the mothers as well as the fathers improved the functioning of the board and broadened the input and feedback from that source. Contrary to the practice at many institutions of discouraging or not caring about parental links, we encouraged visits and contacts as a help in bridging the transition to greater independence. As parents ourselves of children attending college during twelve of our eighteen years at Wesleyan, Nell and I valued the family connections with Wesleyan parents and openly cultivated them. Often they served as our best entree to other prospective Wesleyan students and a valuable academic resource in addition to pocketbook support. If families do not feel rewarded for making the financial sacrifice to send a child to an independent college, its degrees of difficulty are increased.

Another useful volunteer group that functioned from 1976 into the early 1980s was the Estate Planning Counselors. Wesleyan had developed a significant dependence on deferred gift techniques, perhaps because of its agricultural ties. Austin Fleming, a Northern Trust Co. attorney informally recognized as the dean of the Illinois probate bar, assumed leadership of the organization. Short in stature but long in reputation, his first presentation was before several hundred interested parties in the Main Lounge following the passage of the Tax Reform Act of 1976. Looking out at the crowd before introducing him, an officer of the board commented to me, "There are lots of acres out there." Prior to his death in early 1979, he and David K. Carlson, a tax accountant and partner with Arthur Andersen & Co., made presentations on our behalf in Peoria, Springfield, Kankakee, and Chicago as well as Bloomington again. They also wrote several pamphlets for us on gift techniques and taxes. Bernard T. Wall, then a vice president and trust officer of the First National Bank of Chicago, became chairman of the Counselors following Fleming and held joint sessions with Carlson in Bloomington, Chicago, Moline, and Champaign-Urbana. Through the efforts of these individuals and other professionals who worked with them, Illinois Wesleyan developed an expertise and reputation in the design of deferred giving techniques.

Chapter 8

"His Almost Chosen People"

A. Lincoln, *Address to the New Jersey Senate, Trenton, February 21, 1861*

This memoir began with a sentence from Lincoln's first political speech asking his fellow citizens to support him for the Illinois Legislature. In it, the man who had little formal education affirms his commitment to education. The title of this final chapter is a phrase from one of his addresses en route to Washington to assume leadership of a disintegrating country. In it, he was trying to make the connection between the Revolutionary struggle in New Jersey and the effort to perpetuate the "Union, the Constitution, and the liberties of the people" that he was undertaking "if I shall be an humble instrument in the hands of the Almighty, and of this, his almost chosen people..." I chose it as the title for my remarks in the Last Lecture Series sponsored by the Student Senate in 1986.

In what sense have Americans in fact been chosen people and to what extent has the dream been eroded? We are blessed, it seems to me, by many opportunities not shared by others and these opportunities are available in particular to college students and faculty, especially those of us fortunate to find ourselves in institutions like Illinois Wesleyan. We are not chosen people, only almost chosen—that is enough for most of us.

Lincoln was unquestionably Illinois' greatest contribution to the unfolding American saga. His connections to Bloomington and Illinois Wesleyan people are fascinating to pursue. More than a hundred years later, contemporary political leaders have their own individual relationships to the institution. During one of his primary campaigns, Ronald Reagan recalled to me the strength and size of the Wesleyan line when he played center on the Eureka College football team. Mrs. Elizabeth Ives, Adlai Stevenson's sister and keeper of the Stevenson tradition, once referred to Illinois Wesleyan as "that little Republican college." Our platform was host to Governors Richard Ogilvie, Daniel Walker, and James

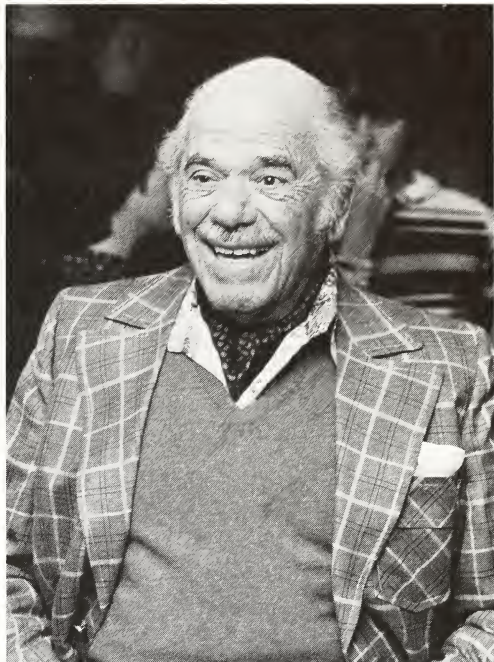
Thompson; Senators Paul Simon (then Lieutenant Governor), Adlai Stevenson III, and Charles Percy; and Congressmen Edward Madigan and Robert Michel. Michel and I attended Peoria High School together and he was my last Commencement speaker in 1986.

During the 1978 Fine Arts Festival featuring American film, director Frank Capra and writer Larry McMurtry were the principal speakers. Several of Capra's films were shown—"It Happened One Night," "You Can't Take It With You," and "Mr. Smith Goes to Washington."

He stayed several days and was lionized by students, which he thoroughly enjoyed. McMurtry talked about "The Last Picture Show" and the problems with buzzards while making "Hud" (based on his novel, *Horseman Pass By*). Although his visit preceded his famous cattle

drive novel, *Lonesome Dove*, he brought the tales of the Southwest to our students and faculty, who could not be untouched by that tradition. As a matter of fact, we had a number of escapees from the Southwestern locale of McMurtry's "The Last Picture Show" on the faculty at the time—Bob Donalson, Wendell Hess, Sammy Scifres, and Jerry Stone. Whether the pendulum swung from the political scene to the fields of American literature and the arts, a sampling was to be found on the Illinois Wesleyan agenda.

If not already apparent, I wish to make explicit my respect for tradition in the university. An institution's image and curriculum cannot be wrenched around and quickly altered without damaging its identification and ability to function. Unless an institution is dysfunctional, which Wesleyan was not, evolution rather than sudden shifts is a more rational course. Examples of IWU distinction included the Methodist heritage, the Music School, the emerging accomplishments in art and drama, and the premedical and science tradition. Borrowing a title from Russell Baker, writer for the *Baltimore Sun* and *The New York Times*, the first section of this chapter provides several illustrations of the Wesleyan tradition in operation. Next, my heavy reliance on Nell and our children is recounted. And finally, this account concludes with several personal observations, including a number of collateral activities while engaged in the presidency.



Frank Capra at 1978 Fine Arts Festival

THE GOOD TIMES

"Life must be lived forward; it can only be understood backwards."

Soren Kierkegaard, *Stages on Life's Way*, 1845

There are many examples of student, faculty, and university accomplishment in a successfully functioning educational institution—regrettably only a few can be mentioned here. I have chosen five illustrations: (1) the Fine Arts Center dedication, (2) a cooperative faculty project, the Greenman diary, (3) my tenth year President's Convocation celebrating the institution and its traditions, (4) the Chapel dedication series, with the University's past and future on display, and (5) the Freshmen Summer Orientation sessions—a score of happy beginnings.

While we were still struggling to arrange financing for the Fine Arts Center in 1971, the faculty invited me to participate in the Faculty Colloquium series and I chose as my topic "The Economics of the Fine Arts in Contemporary America." In reviewing the economic situation of the arts in America, both historically and where they were tending, I called attention to the role universities were increasingly playing as a home for artistic expression and performance. Two years later the Alice Millar Center for the Fine Arts was a reality and the dedication occurred on March 18, 1973, in conjunction with a performance by our choirs and orchestra of Ernest Bloch's "Sacred Service," the first large scale work written for Jewish worship forty years before. Bloch was a Swiss composer who spent almost half of his long and productive life in the United States. It was an ambitious undertaking with David Nott as cantor and a local oral surgeon, Dr. Theodore Century, as recitant. The Bloomington rabbi, Jon Konheim, furnished program notes. The ceremony occurred twenty-five years after the establishment of the Fine Arts College. Although facilities do not make a viable college, for more than two decades, faculty and students have had the best of studio and performance areas in which to perfect their abilities. Somewhere in the eternal ether, a performance of "Sacred Service" reverberates because a college was willing to try.

A month earlier the new Merwin Gallery opened featuring an alumni art exhibition with a quarter of the Art School graduates represented. Ironically, Arthur Kopit's "Indians" was in production by the Drama School during the week of the occupation at Wounded Knee—its closing scene takes place at Wounded Knee. Kopit was in attendance for the Fine Arts Festival and offered comments at the end of the performance.

Nothing was more fortuitous and fascinating during my decades at Wesleyan than the discovery and editing of a Revolutionary War journal by Professors Robert Bray (American Literature) and Paul Bushnell (American History). Actually, two other faculty members also played essential roles in the project. Bunyan Andrew, who was head of the history department, knew the owner of the diary, a direct descendent of its author, and had seen it years before. In 1969, the year before he died, he approached Bushnell about his pos-

sible interest in it. The owner, Mrs. Edwin Lederer, was the great-great-great-granddaughter of Jeremiah Greenman, who served with the Continental Army from 1775 to 1783. The other faculty member was Jerry Israel, subsequent history department head, who provided encouragement, garnered the funding, and found a publisher.

Greenman was a seventeen-year-old from Rhode Island when the war began. He was on the ill-fated march to Quebec with Benedict Arnold and rose to the rank of Regimental Adjutant. He was twice captured and three times wounded. He had served on occasion as a personal guard to George Washington and was present at the execution of the British spy, Major John Andrae. The diary ran to 653 pages and was carried to Illinois by his widow and two sons, who migrated to the Bloomington area. Mrs. Lederer inherited the manuscript and lived just a half block from the Wesleyan campus.

The project came to fruition at the time of the Bicentennial. Bray and Bushnell spoke at our Founders Convocation in 1976, and as the work progressed they provided a captivating evening at an IWU League dinner where they showed slides and commented on aspects of the work, such as the task of authenticating a two-hundred-year-old document. There were interesting sidebar stories on the Greenman family—his son built the first house in Bloomington—and on Greenman's subsequent life. After his success as an officer in the Revolution, he went to sea for twenty years and became a ship captain, but the Napoleonic wars so disrupted American shipping that he had to give it up. He later moved to Ohio to claim his veteran's land rights, but somehow ended up on a hilly farm that provided inadequate support for his family. He died there in 1828, and his family migrated to Illinois almost immediately. The project created an intriguing tie between the community, the University faculty, and American history.

At the instigation of Dean Wendell Hess, aided by a Committee of Ten, the 1978 President's Convocation became an occasion to recognize the tenth anniversary of my presidency. The compliment was appreciated and it is described here because it illustrates Wesleyan at its ceremonial best. The Jazz Combo performed under the direction of Tom Streeter, and a mixed chorus sang a new anthem composed by faculty member Bedford Watkins, who had composed the Inaugural Fanfare ten years earlier. Hess presided, Jerry Stone made remarks on behalf of the faculty, Mark Sheldon, who participated as a student in the inaugural, returned from his position with the United Methodist Church at the United Nations to offer comments, and Catherine Aumack, President of the Student Senate, represented the student body.

Speaking for the trustees, William Goebel announced the Presidential Scholars program to honor roughly one percent of entering freshmen. It was especially pleasing for Bishop Leroy Hodapp to be present for the Invocation, and for President Emeritus Lloyd Bertholf to give the Benediction. He also carried the University mace, which had been designed by an Art School faculty member, Anthony Vestuto, and first used at the inaugural. Its staff was made from walnut salvaged from the first building on the campus, Old North. The

head is shaped like the cupola of Old North and contains a symbolic bell representing the Hedding Bell, a campus landmark. A picture of the Hedding Bell was used to accompany the introductory page of the annual report for thirteen years.

My remarks on that occasion were entitled "Through a Glass, Darkly," borrowing from Paul's encouraging Letter to the Corinthians. Some of the major problems of the last sixty-five years were sketched, beginning with the year 1968 and looking back to the World Wars and the Holocaust to explore for antecedents and reflections in the arts and literature. I urged students to develop a sense of history, to employ rational thought, to exercise self restraint, and to cultivate hope, the courage to try—all topics I visited on other occasions. Jerry Bidle's Visual Chronicle of the decade at Wesleyan added a lighter touch to the program, as did alumnus and trustee John Cribbit's remarks at the luncheon (he was then Dean of the University of Illinois College of Law).

The chapel dedication presented a different set of challenges and opportunities. Inasmuch as the seating capacity was limited to approximately 250 people and the new facility had a number of different groups who would find it of interest, we designed a series of events. Accordingly, Evelyn Chapel was consecrated on May 5, 1984, with the Board of Trustees, donors, faculty and interested students in attendance. Rather than seek a "big name" speaker for this event, we invited three young alumni from the past decade to make brief statements. We thought that youth and enthusiasm were a fair trade for fame. They were the Rev. Craig Hill '78, who was soon to leave for graduate study at Oxford, Dr. Rebecca Sherrick '75, then Assistant Professor of History at Carroll College, and the Rev. Scott Carlson '74, a Central Illinois Conference minister serving in Momence. They did not disappoint us.

The first student chapel service in the fall served as the dedication service for this important function, and for this event Chaplain White secured the services of the Rev. Peter Gomes, Minister of the Memorial Church at Harvard University. On his return to his pulpit at Harvard, Gomes praised the trustees of Illinois Wesleyan for building the chapel by saying:

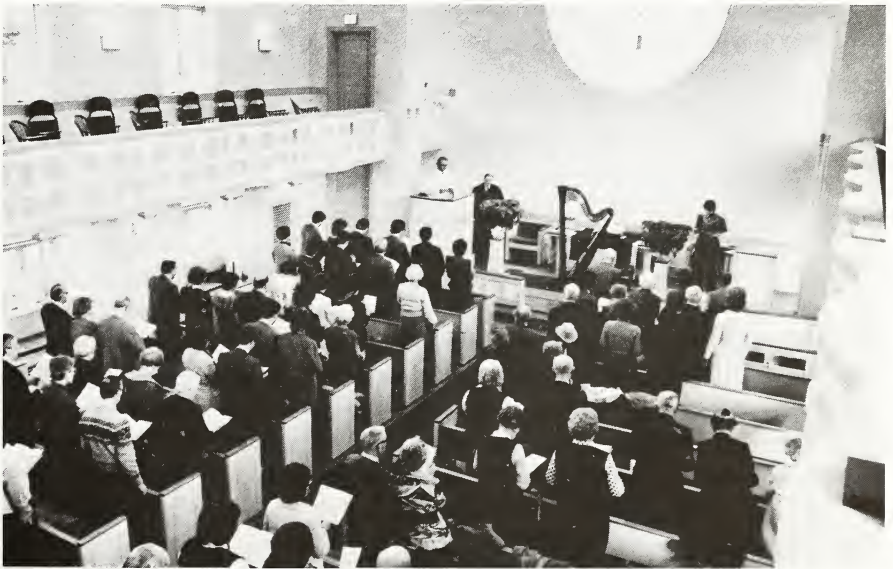
"It is not an extra auditorium or concert hall, it is not intended simply as a monument to the vanity of its donors or the ambitions of its clergy; it is meant in a secular age to remind believer and unbeliever alike of the presence of God, a serious house on serious earth."

Three organ recitals (the third one repeated twice) introducing the new Cassavant organ were included in the dedicatory series, and Professor Gehrenbeck added a fourth for returning alumni in May 1985. Professor Marilyn Keiser of Indiana University appeared in conjunction with the Sixteenth Annual Church Music Conference. Gehrenbeck was the recitalist for the others, and at the November double dedicatory service, he played Widor's Fifth Symphony in its entirety along with works by Bach and others. Bedford Watkins accommodated us again with the composition of a hymn, "On this day of dedication," used in all of the services, and alumnus Dale Thomas Rogers provided "Three Versets for Evelyn Chapel" used in the November programs.

Professor Jaroslav Pelikan of Yale spoke at the Board of Visitors dedication on "The Melody of Theology: The Scholarly Significance of the Chapel." He had been the Jefferson lecturer for the National Endowment for the Humanities the year before and was renowned for his work in church history, including his popular book *The Riddle of Roman Catholicism*. He concluded his talk with the following words:

"Here in this chapel...all of us together can find the 'beginning of wisdom' ...which limits and therefore has learned to listen to the truth of God from all the sources that God chooses to employ. We who have lived our entire lives in the University have a unique opportunity to experience many of those sources and thus to seek what the New Testament calls a 'reasonable worship.' Within the time limits of this talk I have boxed the academic compass of the Humanities, the Social Sciences, and the Natural Sciences in order to suggest that this Chapel, far from being a museum of lost causes and forgotten beliefs, can be a resource not only for the life of prayer and the life of service, but also for the life of scholarship. For the first and greatest commandment was, and still is: 'Thou Shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind.'"

Our final event in the chapel dedication series was a Bicentennial Christmas Conference Vesper Service on December 23, 1984, on the eve of the 200th anniversary of the Christmas Conference which founded the United Methodist Church. Chaplain William White followed a service drafted for Methodists in North America by John Wesley in 1784, David Gehrenbeck and my daughter Rebecca provided organ and harp music, and I told the story of the Christmas Conference.



*Bicentennial Christmas Conference Vesper, Evelyn Chapel,
December 23, 1984*

Francis Asbury was the prevailing figure by Wesley's appointment at the Conference and also in the early decades of American Methodism. Asbury made his first trip west of the Alleghenies within two years of the Christmas Conference, and in 1806 in Kentucky, he ordained Peter Cartwright as a minister. Six years later Asbury made him a presiding elder (now a district superintendent). Cartwright subsequently moved to Illinois to "get entirely clear of the evil of slavery." Here, in 1850, he was the first to sign the agreement establishing Illinois Wesleyan University.

Our social science librarian and archivist, Robert W. Frizzell, prepared an exhibit of forty-one items entitled "Illinois Wesleyan and the Church" gathered from across the country. The exhibit was displayed during the Fall of 1984. It included such memorabilia as the minutes of the Christmas Conference and other conferences during the first two decades of the Methodist Episcopal Church published by John Dickins, participant in the Christmas Conference and the progenitor of the Methodist Publishing House; letters and photographs of alumnus Bishop Joseph Hartzell; writings of early faculty member Jennie Fowler Willing; and papers relating to Presidents William E. Shaw, Harry Wright McPherson, Merrill J. Holmes, and Lloyd M. Bertholf. In the Spring Term, four faculty members—Timothy J. Garvey, Robert W. Frizzell, Jerry Stone, and William L. White—joined me in mounting an exhibit of "College Chapels in America." Photographs and explanations of twenty-four chapels were shown to illustrate some of the best examples of campus architecture.

One of the most enjoyable aspects of my responsibilities at Wesleyan was the summer orientation sessions for entering students. We saw these occasions as important opportunities and tried to get as many students and parents into them as possible. Participation increased in the five summer sessions. Although they were repetitious like a Broadway play, we were able to tune them as we went along. The students are eager and receptive, and it gave us an opportunity to allay many apprehensions. We billed orientation as a mini-vacation for parents to encourage their attendance and tied in a theatre performance to display that aspect of our program as well as to offer enjoyment. We were able to accomplish all testing, registration, and resolve remaining questions at these two-day events.

My own participation was to talk at the opening session and join the picnic meal in the evening to meet as many entering students and parents as possible. I also checked on various presentations to observe for hitches and interviewed the top thirty to thirty-five students to select presidential scholars. The deans and I could communicate serious information in a relatively relaxed environment. My brief talks provided an opportunity for lighter moments while delivering essential messages. To some groups I read an entry from the diary of nineteen-year-old Leo Tolstoy, and without revealing his identity, I suggested that they bring his ambitions with them to college:

"How shall I use my time in the...next two years?

1. Continue my law studies in order to pass my final exam at the University.

2. Study the rudiments of theoretical and practical medicine.
3. Study languages: French, Russian, German, English, Italian, Latin.
4. Study the theory and practice of agriculture.
5. Study history, geography, and statistics.
6. Study mathematics.
7. Write a dissertation.
8. Try to perfect myself in music and art.
9. Get down my rule of life in writing.
10. Acquire some knowledge of the natural sciences.
11. Write something on all of the subjects I study."

By the sixth or seventh point, most students began to think the aims were excessive. They were ready for me to reveal the ruse, that it was written by Tolstoy in 1847 when he entered the University of Kazan.

Another ploy was to mention some of the art at the University—the Japanese woodcuts, a Whistler sketch, Phillip Guston's "Lemonade and Doughnuts" done in 1947, and the large Helen Frankenthaler painting—the last one I said I did not like. While that was always good for a laugh, it also caused the more inquisitive to look up these works and to be more aware of the environment they were entering.

FAMILY PARTICIPATION

(The) "typical Wesleyander...knows deep down that Nell Eckley runs things around here."

The Gadfly, *The Argus*, September 17, 1982

The cocksure Gadfly misses now and then. Nell did play an important supporting role during our joint tenure at Illinois Wesleyan, and she understood her role and fulfilled it better than many of us officially connected to the University. That was to wisely avoid any real or apparent involvement in the faculty or administrative machinery, to assist by humanizing relationships where she could (including the traditional role of entertaining), and to augment volunteer efforts and pick up necessary responsibilities that otherwise went undone. The drive on the City Council to close University Street and move on with the Quadrangle project would not have happened when it did had she not stimulated the IWU League into action. Her life was active and full at the time we started—the children were seventeen, almost sixteen, almost fourteen, and eleven; there was entertaining to be done and a house to build. As the children went off to college (the first in 1969) and completed college (1979), she had progressively more time to assist in campus beautification and interior decoration.



Bob and Nell

Nell was the informal yet real construction superintendent on the President's House project. The existing house was wholly inadequate for entertaining and barely handled my family. The trustees decided to build a new facility after rejecting a couple of other alternatives. The University architect struck out in attempting to design a house—it ran 50 percent over target—and the trustees resolved to use a housing consultant and a general contractor. Nell became the on-site boss. Daily visits to monitor progress during 1968-69 followed. Workers always seemed to be on "break," and the contractor was elusive. He suggested he could only be reached before 5:15 AM because he was so busy. Nell took him at his word and called him at that hour, only to hear a very

sleepy and sheepish voice at the other end of the line. There were the usual number of hitches. When the circular staircase arrived—one of the few extras included—we found the general contractor had missed the dimensions; it did not fit. Fortunately, the low bidder on the cabinet work was a German-American artisan from Peoria, who had worked for us before. He knew how to remedy the problem. He also built in a walnut china cabinet and a hand-crafted pineapple as his gifts to the University. (This was the pineapple the fraternities later found so interesting.) Eventually, the work was completed, Nell's legacy to the campus, and we moved the day after Commencement in 1969.

In the first year we occupied the new President's House, more than 1,100 people were entertained in large and small groups in forty-three events. Seventeen were sit-down dinners, food was served buffet-style at eighteen more activities, and there were overnight guests in addition. That pattern was replicated in subsequent years, although the overall number of people may have been less and the overnight guests increased after the children departed.

After Nell spearheaded its redecoration in 1978, the Cartwright Room in the Student Center became available for dinners and receptions, and on summer occasions the backyard of the President's House was utilized. Her working relationships with three successive food service managers—Ed Fridley, Russ Mushro, and Mike Welsh—and their student assistants were warm and friendly. She took an active part in menu selection for all dinners. Recipes and suggestions flowed in both directions. We enjoyed the opportunity overnight accommodations afforded to become better acquainted with more than a dozen out-of-town trustees, and it was a privilege for us to have such guests as Helen

Hayes, John Fairbanks (Harvard's China scholar), James Schlesinger, who got up early to watch birds, Ralph Abernathy, Josh Logan, Peter Gomes, and Jaroslav Pelikan.

The Illinois Wesleyan University League was the vehicle for organizing social activities. It had been founded by Mrs. William J. Davidson, the President's wife, in 1931 and was reorganized primarily by League President Sarah Burda and Nell in 1969-70 "to work in harmony with the objectives of Illinois Wesleyan University and to provide cultural and social opportunities." Four social functions were sponsored each year, and special interest groups appealed to differing combinations of members. Membership peaked at 143 in the mid-1970s when Judy Schnaitter was membership chairman, although it was still 122 in 1985-86 despite a decline as more women entered the workforce. Newcomers were welcomed the first year without dues or expectations, and activities for those interested speeded their inclusion within the Wesleyan community.

The principal thrust of the League's service activities was directed toward various campus beautification projects. These were funded by nominal dues collected at the beginning of each year, cake sales to freshmen parents, and donated wages earned by augmenting staff at registration periods each fall and spring. Other activities included bake sales, book bazaars, and two cookbooks, one in 1981 and another in 1985.

The beautification projects began in 1969-70 with implementation of a plan for the Holmes Hall entrance by Rupert and Betty Kilgore and continued as the landscaping by Nelva Weber unfolded. They included plantings in various locations, redwood benches, campus signs, lights on the Main Gate, and interior decoration of the residence hall lounges. When two attempts to acquire the University seal to mount on McPherson Theatre seemed too expensive, Nell suggested that George Shaver and the maintenance staff might design and fabricate one, which they did and the League financed it. There were several picture hanging expeditions by Nell and other League members, including the Arrah Lee Gaul paintings in the early 1980s. Nell was frequently seen riding around the campus in the truck with the grounds foreman exploring



IWU Seal on McPherson Theatre

or checking on landscape progress. She worked with the interior decorator on projects from the Student Center to the residence halls. Her most harrowing experiences took place while assisting the development staff in dealing with the household effects included in several estates. These were often sad and emotional experiences. On our retirement, the trustees recognized her efforts by naming the Student Lounge in her honor.

The cake baking project for freshmen, which Nell initiated in 1971, led to interesting ramifications. Volunteers to bake cakes on student birthdays (or other occasions) were initially organized by Anne Nott and Loretta Hess. Since someone was needed to sell cakes to freshmen parents during summer orientation, Nell was drafted. Her job of selling cakes was gradually expanded into an effort to reassure parents that someone cared about their students, and that we understood their misgivings and apprehensions at this juncture. The means of doing this was to introduce various experiences we had encountered in sending children off to college. Over the next fifteen years, various adventures and misadventures of the four Eckley children were related as they attended a dozen colleges and universities, including summer and graduate schools, during the 1969-81 period. Nell's presentation became one of the most popular features of the orientation sessions as she added a lighter tone and displayed an understanding of the emotional state of parents.

For our children, there were both benefits and responsibilities, and I am sure we imposed on them excessively, especially in the early years. We tried to be represented by some member of the family at practically all events on the campus the first year, and the four dutifully complied. We thought it unwise for any of the children to attend Wesleyan because of the added burdens on all parties, although we thought the Wesleyan experience superior to that which they encountered elsewhere. There were opportunities of which they took advantage—Jane studied English in the College Credit in Escrow program following her junior year in high school and Paul did the same thing in astronomy, which played a minor but important role in enabling him to complete college in three years. At different times the two accompanied Jerry Stone on his January travel seminar in Europe. During our first year, Rebecca, then eleven, rode her unicycle around the campus, and *The Pantagraph* caught her in a photograph, which was probably not displeasing to her. When the Lyon & Healy harp was acquired by the School of Music with the new building in 1972-73, I was pursued by her (then a high school sophomore) until we found a teacher for her. She became a harp major at Indiana University as a result. Bruce Criley assisted Paul and a friend in experiments in cell biology with chick embryos.

The marriage of Paul and Penny Bedford '80 in the spring of 1984 was the first event in Evelyn Chapel, before the pews or the organ were installed. The contractor and the IWU maintenance staff cooperated in making it useable. Music was provided by Penny's father and his woodwind quintet and by Rebecca on the harp. Those instruments and the Lord's Prayer response by the congregation gave us the first exciting clues of the responsive acoustics of the new chapel. Wedding receptions for our three children married in Bloomington all occurred in the Main Lounge of the Memorial Student Center

with the special artistic talent of Michael Welsh for food and ice sculpture fully utilized.

Occasional tasks for the children were varied. Bob removed graffiti from campus monuments and artwork in 1969, Jane assisted in the summer when my secretary was on vacation, and all four worked varying stints in the food service area, not unpleasant when compared to detasseling corn. When *The Argus* decried the choice of Edward Rust as Commencement speaker in 1974 in the last issue published when no response was possible, Bob was offended and cleverly took the writer to task by plastering his rebuttals on every bulletin board. Paul encountered a woman exploring his chest of drawers during an open house. We never figured out what she thought she might find.



Bob, Paul, Jane, and Rebecca 1968

The family was helpful to me in many ways that are impossible to recount, and I appreciate the sacrifices they were called on to make. Had I been choosing Nell for her future role twenty-one years before when we were married, I could not have done better. She was especially sensitive to the social dynamics of our relationships and particularly in helping to keep up with significant faculty family milestones and serious illnesses. We did not always succeed, but it was better because she was there.

TEACHING, BUSINESS, AND WESLEYAN

"If we could first know where we are, and whither we are tending, we could then better judge what to do, and how to do it."

A. Lincoln, *House Divided* speech, 1858

Except for the brief military excursion in which many of us were engaged, my working life has been divided between higher education, the field of economics, and business. I had taught at Bradley, Harvard, Kansas, and a college class in church before joining Wesleyan, and I chose to continue that activity on a limited basis. Similarly, my prior business and economics experience led to exposure in this area while at Wesleyan, primarily in the form of service on sev-

eral boards of directors. Each of these had some relationship to the performance of my responsibilities at the University.

Because of my prior involvement in international economics and management, I offered a course in international business at Wesleyan in the fall of 1968 and continued to do so, with occasional skips, beyond retirement. Obviously, the content of the subject changed tremendously through the years, and I had to keep up in the field, something which I otherwise had no reason to do. Three hundred students in the nineteen course offerings have given me a window on Wesleyan undergraduates through the years not possible in any other way. They have had their successes: several pursued graduate work in economics or business, even more became attorneys, one is a foreign service officer, one a vice president of a large company, and another a vice president of a major bank. Despite the difficulties of scheduling and the distractions from teaching, there is much to be gained from the current perspective of the classroom when the primary institutional emphasis is undergraduate education.

One student in the late 1970s always wore an IRA T- shirt to class. When discussing terrorism toward the end of the term I asked if anyone had noticed that a student had been wearing a T-shirt advertising a terrorist organization. There was silence—the student who had worn the shirt grinned broadly. No one had noticed. Our students were not worldly, but they learn.

When Adlai H. Rust retired from the board of directors of State Farm Mutual Automobile Insurance Co. in 1971, Edward Rust invited me to replace him. Subsequently, I was elected to four subsidiary company boards and also to that of the Foundation. In 1973 after meeting the president of Central Illinois Public Service Co. at a dinner-theatre party for a group of Springfield people, I was invited to serve on the board. I continue to participate in these boards. For six years, I was a member of the board of a local bank, then the McLean County Bank, and briefly on the board of Turbodyne Corporation, a Minneapolis electrical equipment manufacturer, before it was acquired. These experiences created ties to the business community, provided several trustee and development contacts, and enabled me to have wider familiarity with insurance, compensation and benefit packages, and other matters. I also gained personally from these arrangements, but the University was brought closer to the business community in the area served by Wesleyan. Inevitably, this played an intangible role in placing the University in more direct contact with its natural constituents and sources of support.

There were numerous talks to business or professional associations and several consultancies. Following a brief consulting arrangement with the Illinois CPA Society, I was asked to address their annual meeting in 1973 on "The Business Environment of the Future." Commenting on the growing potential for an energy crisis and the part being played by the Organization of Petroleum Exporting Countries, I concluded that:

"The point I am making is the following: (1) we have an incipient energy crisis on our hands and it is real; (2) increasingly the need for imported crude (oil) will

contribute to the balance of payments and foreign exchange crises with which we are already wrestling; and (3) we are placing sizeable economic and political chips in the hands of those who have demonstrated the capacity for mischief."

The speech was four months before the Yom Kippur War and six months before oil prices quadrupled. One or two other lonely voices were saying something similar in Washington and elsewhere. I am not claiming prescience—I had written a dissertation on the oil industry and was current on the subject from my international business class. At any rate, nobody rushed to acknowledge my warning.

With these remarks about collateral activities, my narrative on our eighteen-year sojourn at Illinois Wesleyan is concluded. I feel fortunate to have been chosen for the helm of the University. I was unusually rewarded in that it lasted long enough for me to pursue my inclinations regarding the appropriate course of academic direction, supported by a strong cast of faculty and staff, largely of my own choosing. It is clear that the period began as an unsettled and disordered one in higher education, but we endured together long enough to see the unrest subside and to witness and be a part of the changes on the other side.

The task of evaluating the effectiveness and consequences of my leadership is obviously a responsibility for others. My chief emphases and most consistent efforts were directed toward academic advancement and faculty building, increasing the institution's financial strength, and campus beautification, embracing the evolution of the Quadrangle. Any accomplishments must be generously shared with those who helped to make them possible. When I departed, I left the following note for my successors:

"She is a good ship with a healthy and happy crew, responsive to the rudder, but with a certain momentum of her own. Steady as she goes. Best wishes and bon voyage."

Appendices

Appendix A.

List of Faculty, 1968-1986

(The faculty are listed alphabetically by department; the departments are alphabetically arranged within the four divisions of the Liberal Arts College; the four professional schools follow. In addition to full-time faculty and their years of service, several of the longer serving part-time faculty are included).

The College Of Liberal Arts

Business and Economics Division

Director: Robert W. Harrington, 1968-89

Business Administration (including Accounting and Insurance)

Balestri, Becky A., 1981-85	Gunderson, David E., 1980-81
Cummings, C. William, 1978-81	Hodges, Lloyd C., 1983-86
Evans, Campbell K., 1968-87	Lee, Robert H., 1979-80
Fields, Jack C., 1983-	Luerssen, Oliver R., 1944-79
Friedberg, Ruth Ann, 1985-	Lust, John A., 1980-88
Gardner, C. Gregory, 1965-86	Rodenberg, George W., Jr., 1981-87
Garrison, Dennis L., 1977-78	Strand, Donald L., 1968-

Economics

Belskus, Albert W., 1968-69	Leekley, Robert M., 1974-
Chapman, Margaret L., 1977-	Malko, J. Robert, 1970-74
Gilbert, Geoffrey N., 1974-77	Plotnik, Mortin J., 1967-69
Harrington, Robert W., 1968-89	Snyder, Donald C., 1969-70
La Vigne, Dennis R., 1969-74	

Humanities Division

Directors and Coordinators:

Justus R. Pearson, 1962-69

Jerry Stone, Chairman, 1969-71, Coordinator of Liberal Studies, 1971-76,
Director, 1976-79

Geoffrey L. Story, 1979-83

Sue Ann Huseman, 1983-88

English

Ball, Travis, Jr., 1966-69

Barnett, Randall M., 1969-70

Berkson, Dorothy, 1977-78

Beutner, Harvey F., 1964-88

Bowman, Barbara, 1976-

Bray, Robert C., 1970-

Bridwell, Oliver C., 1955-69

Boaz, Mildred M., 1980-81

Bock, Darilyn W., 1971-76

Burda, Robert W., 1965-80

Bushman, Mary Ann, 1980-

DeVore, C. Lynn, 1982-83, 1984-

Dunn, Allen R., 1984-85

Engle, John E., 1983-84

Goldberg, Larry A., 1968-70

Greer, Sammye C., 1970-82

Hungerford, Harold, 1969-

Jackson, K. David, 1968-70

Jones, J. Robert, 1970-72

McDonald, William E., 1965-69

McGowan, James D., 1969-

Meyers, Joseph H., 1953-76

Muirhead, Pamela D., 1972-

Oggel, Elizabeth H., 1945-69

Osbourne, Karen L., 1981-85

Pearson, Justus R., 1962-80

Puett, Amy E., 1969-71

Schwab, Gweneth B., 1982-83

Foreign Languages

Arensbach, Corry, 1969-

Beckett-Hoffman, Bonnie A., 1977-83

Evans, Reena D., 1981-82

Fajardo, Salvador J., 1978-90

Fogg, Sarah L. 1969-72

Hengst, Marianne, 1972-77

Holm, Lydia, 1965-71

Holt, Candace K., 1980-81

Huffman, Monique C., 1981-82,
also part-time

Huseman, Sue Ann, 1969-89

Hutter, Harriett, 1966-69

Jacobson, Margaret D., 1982-86

Jedan, Dieter, 1972-76

LeBugle, Andre M., 1972-76

Lundgren, Thomas E., 1977-78

MacEwen, Leslie, 1969-72

McDonald, Jill P. 1978-87

McMahon, Kathryn K., 1973-75

Michel, Dieter, 1964-71

Michel, Margaret D., 1967-69

Nachtigall, Wilbur, 1969-77

Paul, Carole Deering, 1976-85

Plotnik, Marion W., 1967-69

Prandi, Julie D., 1984-

Rencurrell, Jose de J., 1967-89

Rodriguez, Rafael T., 1979-80, 1981-82
 Schlicher, Allaire V., 1971-78
 Siegrist, Leslie L., 1970-72
 Troyanovich, John M., 1971-77

Van Rest, Monika A., 1977-78
 Vrana, Benjamin W., 1966-69
 Wessler, Judith K., 1983-84

Philosophy

Colter, Larry W., 1966-
 Gervais, Karen G., 1974-89
 Koehn, Donald B., 1972-

Meyers, Doris C., 1954-76
 Riggs, Donald R., 1980-81
 Vander Waal, John A., 1960-71

Religion

Carey, Helen, part-time
 Stone, Jerry, 1964-92
 Story, Geoffrey L., 1966-

White, William L., 1963-
 Whitehurst, James E., 1958-90

Natural Science Division

Directors:

Wayne W. Wantland, 1944-71
 Wendell W. Hess, 1971-77
 Roger H. Schnaitter, 1977-90

Biology

Arteman, Robert L., 1969-75
 Austin, Joseph, 1967-74
 Criley, Bruce B., 1971-
 Criley, Norma J., 1980-81, also part-time
 Darlington, Winthrop W., 1958-79
 Dey, Jonathan P., 1975-
 Franzen, Dorothea S., 1952-77

Griffiths, Thomas A., 1981-
 Hippensteele, J. Robert, 1974-
 Kulfinski, Frank B., 1960-69
 McArdle, John E., 1977-81
 Verner, Louis, 1979-92
 Wantland, Wayne W., 1944-71

Chemistry

Bailey, David M., 1980-
 Banfill, Dorothy, 1954-79
 Braught, David C., 1967-85
 Cramer, John A., 1982-86
 Frank, Forrest J., 1965-
 Hess, Wendell W., 1963-89

Hofreiter, Bernard T., 1979-80
 McLaughlin, Michael P., 1977-78
 Rettich, Timothy R., 1981-
 Starkey, Frank D., 1971-80
 Wilder, Deborah A., 1980-82

Computer Science

Wester, Gary W., 1985-88

Home Economics (department discontinued in 1976)

Foster, Helen, 1964-76

Upton, Charlotte, part-time

Mathematics

Coppotelli, Frederic A., 1972-73

Parr, Phyllis G., 1971-73, 1976-77

Polites, George W., 1967-

Pollack, David H., 1985-87

Sandstrom, Ronald D., 1967-81

Schuessler, Nicholas, 1969-76

Smith, William K., 1976-85

Sot, Richard E., 1982-85

Stout, Lawrence N., 1977-

Timm, Mathew T., 1981-82

Wantland, Evelyn K., 1964-76

Weiss, Randell H., 1985-86

Physics

Detweiler, Herman L., 1968-

Kessler, Gary, 1965-

Kubinec, William R., 1972-74

Wilson, Raymond G., 1962-

Psychology

Eggers, Sharon W., 1980-81, 1984-87,
also part-time

Jensen, Carl B., 1968-85

Jones, Duane L., 1971-80

Lubeck, Roger C., 1981-86

Olsen, Roger L., 1967-71

Schnaitter, Roger H., 1969-

Sellstrom, Gail, 1967-69

Social Science Division

Directors:

Bunyan H. Andrew, 1951-70

None, 1970-77

Jerry M. Israel, 1977-81

John D. Heyl, 1981-88

History

Andrew, Bunyan H., 1945-70

Bushnell, Paul E., 1966-

Eagan, Eileen M., 1980-81

Heyl, John D., 1969-88

Israel, Jerry M., 1974-88

Leonard, Richard D., 1954-73

Young, Michael B., 1970-

Political Science

Brown, Donald P., 1958-71	Leyh, Gregory A., 1984-89
Johnson, Michael W., 1979-83	Pate, Ridgely H., 1970-76
Kennedy, Sharon Ann, 1976-79	Spencer, Jeffrey A., 1966-70
Leh, Robert G., 1966-	Wenum, John D., 1971-

Sociology

Anderson-Freed, Susan M., 1977- (To Computer Science in 1986)	Miller, D. Paul, 1960-82
Cagle, Laurence T., 1978-79	Noll, C. Edward, 1974-76
Dale, Emily Dunn, 1959-90	Pape, Max A., 1965-75
Dale, Steven, 1967-72	Prendergast, Christopher, 1985-
Ervin, Delbert, 1984-85	Russell, Terrence R., 1972-77
Goldberg, Linda G., 1972-74	Sikora, James P., 1979-
Matre, Mark D., 1976-77	Whitlock, John L., 1982-84

Other Departments and Library

Education

Churukian, George A., 1976-	Miller, N. Emerson, 1960-70
Claus, Dorothy L., part-time	Pfeltz, Clifford N., 1965-89
Comeau, Raymond H., 1971-76	Sedarat, Nassir, 1968-75
Klauser, Lucile, 1948-79	Thomas, Bonnie, 1975-

Physical Education (Men)

Bridges, Dennis, 1964- (also Athletic Director, 1981-)	Keck, Robert K., 1957-91
Gramkow, Thomas, 1981-86	Larson, Donald T., 1954-89
Horenberger, Jack, 1942-81, (also Athletic Director)	

Physical Education (Women)

Argo, Kathryn L., 1973-79	Labuz (Lohrmann), Ann, 1970-73
Buchanan, Duane E., 1974-84	Mayhew, Rebecca L., 1984-87
Cothren, Barbara, 1979-	Niehaus, Marian, 1952-71
Cotter, Linda L., 1971-74	Winkler, Martha E., 1964-70

Speech (discontinued 1974, became part of Drama School)

Burt, John M., 1963-73
Coursey, Edward R., 1968-73
Robinson, Marie J., 1950-80

Library

Directors:

Rodney J. Ferguson, 1957-72
Clayton D. Highum, 1972-92
Bedford, Janet, 1972-86
Boulton, Earl M., 1969-72
Delvin, Robert C., 1980-
Ferguson, Rodney J., 1954-75
Freeman, Michael, 1971-75
Frizzell, Robert, 1975-89

Highum, Clayton D., 1972-92
Husted, Virginia A., 1930-69 (music
faculty, early years)
Mowery, Robert L., 1968-
Patton, Glenn E., 1969-80
Vandervoort, Alleyne B., 1959-69
Westall, John C., 1962-
Wilkins, Walter R., 1965-71

COLLEGE OF FINE ARTS

School of Art

Directors: Rupert Kilgore, 1947-71
William J. Lee, 1973-75
John Mulvany, 1975-78
Miles C. Bair, 1979-
Bair, Miles C., 1979-
Brian, Fred B., 1952-84
Babcock, H. Lind, 1984-88
Garvey, Timothy J., 1980-
Holcombe, Anna C., 1980-84
Kilgore, Rupert, 1946-71
Lee, William J., 1973-75
Martin, Sandra T., 1976-78

McCullough, Edward L., 1966-80
McNeil, Barton W., 1963-78
Mendenhall, John P., 1974-75
Mulvany, John, 1975-78
Page (Kohn), Donna J., 1972-73, 1978-
79, also part-time
Paskus, Benjamin K., 1978-80
Strandberg, Kevin J., 1979-
Taulbee, Ann E., 1984-
Thompson, Walter, 1972-76
Vestuto, Anthony A., 1962-72
Webster, Lynn, 1981-82

School of Drama

Directors:

John Ficca, 1967-77
 Carole A. Brandt, 1977-82
 Clair F. Myers, 1982-88
 Ackerman, Diane L., 1980-81
 Ascareggi, James, 1963-71
 Baird, Charles W., 1985-86
 Bergstrom, John W., 1966-69
 Brandt, Carole A., 1975-82
 Burton, Gary D., 1972-77
 Clark, John L., 1976-88
 Cobb, Thomas L., 1974-78
 Comeaux, Patricia A., 1981-84
 Culver, Max K., 1978-82
 Curtis, Julia M., 1974-75
 Cushman, Jerome J., 1973-74
 Drake, Roger E., 1975-77
 Dunn, Joseph C. (Jason), 1979-85
 Ficca, John, 1956-
 Goetz, Kent L., 1985-88

Guskin, Harold S., 1971-72
 Jenkins, Charles A., 1969-71
 Kulustian, Paula, 1979-80
 Moffitt, Mary Anne, part-time
 Myers, Clair F., 1982-88
 Nelson, Denise K., 1978-79
 Norrenbrock, Paul A., 1973-75
 Pisoni, Edward, 1969-73
 Ripa, Augustine, 1977-79
 Romersberger, Sara J., 1980-89
 Roos, Norvid, 1967-69
 Seifert, Jerald L., 1972-75
 Stark, John C., 1982-85
 Utterback, James W., 1977-78
 Van Pelt, Virginia, 1985-86
 Wang, Yun-Yu, 1984-85
 Wichern, Lynn J., 1972-73
 Wood, Carolyn, 1970-72

School of Music

Directors:

Carl M. Neumeyer, 1952-72
 J. William Hipp, 1973-76
 Albert C. Shaw, 1976-78
 Charles G. Boyer, 1979-86
 Bankert, Robert, 1959-86
 Birden, Susan K., 1980-81
 Boyer, Charles G., 1979-86
 Brandon, Susan, 1967-
 Campbell, C. Lawrence, 1978-
 Charles, Henry, 1945-85
 Creswell, Bradley, L., part-time
 Creswell, Mary K., 1985-86
 Donalson, Robert P. 1964-

Drexler, Maxine, part-time
 Drexler, R. Dwight, 1934-79
 Eggleston, Steven W., 1979-
 Erickson, Ruth, 1952-77
 Ferreira, David C., 1973-74
 Gehrenbeck, David M., 1971-
 Gilmore, Earl E., 1968-69
 Gray, Donald N., 1971-72
 Havens, Claudia F., 1968-69
 Henrikson, Martha L., 1984-86
 Hessert, Norman D., 1965-71
 Heyboer, Paul R., 1966-78
 Hipp, J. William, 1973-76

Hishman, Richard B., 1966-92
Johnson, Billie Jean, 1976-77
Kreiger, Ruth R., 1956-77
Luke, Robert A., 1977-85
Mancinelli, Mario V., 1948-80
McCord, Lillian M., 1946-71
McGrosso, John J., 1958-81
McNella, Rico B., 1980-84
Neumeyer, Carl M., 1952-72
Nott, David, 1964-
Plum, Abram M., 1965-92

Sample, Phillip G., 1978-82
Scifres, Sammy G., 1967-
Shaw, Albert C., 1976-78
Shaw, Carmen, 1969-70
Snyder, Linda J., 1977-88
Streeter, Thomas W., 1971-
Thibodeaux, Carole, 1964-88
Tucker, Todd M., 1981-
Watkins, Robert Bedford, 1956-88
West, William R., 1982-
Willis, Maurice M., 1946-79

School of Nursing

Directors:

Mary D. Shanks, 1960-76
Patricia Small, 1977-81
Alma Woolley, 1981-86
Allen, Eleanor, 1965-76
Baldwin, Kathleen A., 1978-82
Baumgart, Jacqueline A., 1976-78
Biehler, Barbara A., 1976-87
Bosold, Susan M., 1982-84
Brue, L. Jane, 1979-
Clark, Marsha A., 1976-78
Cohen, Felissa R., 1967-70
Crouse, Wanda M., 1964-73
Crowley (Cox), Cheryl K., 1973-77
Daniel, Annamma, 1970-71
Danou, Nancy H., 1968-69
dela Torre, Irene G., 1976-85
Dennis, Connie M., 1973-
Drake, Bernadine L., 1967-73
Drummet, Karen M., 1972-73, 1975-76
Dulle, Judith M., 1979-83
Durham, Jerry C., 1983-90
Gordon, Jane M., 1964-76
Green, Patti A., 1968-69

Goeppner, Patricia A., 1966-69
Hartranft, Annabelle L., 1960-75
Hatton, Jean H., 1976-79
Hartweg, Donna L., 1978-
Hilton, Alberta, 1962-82
Horn (Beard), Judith, 1973-75
Jimison, Carmin, 1965-78
Johnston, Anne W., 1966-72, 1973-74
Kohal (Hatcher), Betty J., 1978-
Krueger (Watson), Jean M., 1970-76
Landis, Leah D., 1985-86
Laniga, Romola, 1967-69
Larson, Mary C., 1966-69
Lueckenotte, Annette G., 1980-86
Metcalf (Neubauer), Sharie A., 1979-
Meyers, Janet J., 1971-72
Morgan, Brenda, 1968-69
Nehring, Wendy M., 1983-85
Norton, Helen D., 1972-78
Olson, Diana, 1969-72
Page, Bonnelyn, 1971-72
Pfleiderer, Mildred R., 1966-71
Reasor, Marilyn R., 1974-75

Renner, Charla E., 1983-
 Rentfro, Loramae, 1976-78
 Reuther, Mary, 1974-79
 Riggs, Lena A., 1973-79
 Shanks, Mary D., 1960-76
 Small, Patricia, 1977-81
 Sullivan-Taylor, Lois, 1977-87

Swift (Reber), Alice E., 1972-92
 Westcot, Lynn B., 1969-78
 White, Catherine, 1967-69
 Wisner, Patricia A., 1970-74
 Woodtli, Margaret A., 1978-83
 Woolley, Alma, 1981-86

Appendix B.

List of Administrative Staff, 1968-1986

(Staff supervisors are listed chronologically by function. Academic deans and the chaplain were also listed in the faculty section. Hall directors, whose tenure was usually from one to three years, are not shown).

Academic

Deans of the University

Everette L. Walker, 1961-1970

John L. Clark, 1970-76

Wendell W. Hess, Associate Dean, 1974-76, Dean, 1976-89

Jerry M. Israel, Associate Dean, 1981-88

Administrative Assistants

George A. Vinyard, 1972-74

Darryl D. Pratscher, 1974-76

Randy Farmer, Assistant to the President, 1976-81

Anne Balsamo, 1981-83

Registrars

Patricia Reid, Assistant Registrar, 1964-69

James R. Barbour, 1968-

Career Education

Kathleen Romani, Director, 1976-83

Kathy Lindholm, Assistant Director, 1980-81

Betty G. Rademacher, Assistant Director, 1981-83, Director, 1983-90

Laura A. Cornille, Assistant Director, 1983-84

John A. Chambers, Assistant Director, 1984-87

Admission

Director: James R. Routi, 1969-

Counselors, Associate and Assistant Directors:

David Hughes, 1962-78	Marsha Guenzler, 1978-80
James R. Routi, 1963-69	Craig Partridge, 1979-85
J. W. Price, 1968-74	Penelope D. Bedford (Eckley), 1980-85
Alta Stopford, 1968-72	Karen S. Monroe, 1980-82
Lee York, 1968-88	Jerry W. Pope, 1980-
David Coates, 1972-73	Robert P. Murray, 1982-
Dale W. Wolf, 1973-85	Marianne T. Hohe, 1985-87
Paul Schley, 1974-	David E. King, 1985-86
Daniel C. Walls, 1976-80	Scott A. Siebring, 1985-

Business

Managers:

Phillip W. Kasch, 1948-81
 Kenneth C. Browning, 1981-
 Max Starkey, Comptroller, 1957-
 Ronald Campbell, Central Services, Bookstore, 1958-
 Norman Price, Bookstore, 1968-74
 Don Eddy, Student Center, 1960-68
 Jeanne Johnson, Computer Services, 1968-
 James C. Swanson, Personnel, 1972-73
 Fred G. Weppler, Printer, 1969-92

Physical Plant:

C. E. Shiers, Superintendent, 1958-76
 George Shaver, Planning and Engineering, 1971-83
 Millard C. Jorgenson, Jr., Director, 1983-
 Roger G. Brucker, Office Manager, 1960-
 William H. Tabb, Heating Plant, 1961-87
 Walter J. Madsen, Maintenance Foreman, 1966-83
 Wesley Hearon, Maintenance Foreman, 1983-
 Lloyd D. Howell, Custodial Foreman, later
 Operations Support Coordinator, 1971-88
 David A. Shiers, Custodial Foreman, 1985-

Gary Johnson, Grounds Foreman, 1971-74
Michael Meismer, Grounds Foreman, 1974-79
Randy Johnson, Grounds Foreman, 1979-80
Ron Traughber, Grounds Foreman, 1980-88

Development

Directors:

Lee W. Short, 1968-75
Larry M. Hitner, 1975-83
Richard B. Whitlock, 1983-
James Ridenour, Assistant and Associate Director, 1967-73
Robert H. Smith, Deferred Giving, 1968-69
Willard E. Cavin, Deferred Giving, 1969-76
Richard B. Whitlock, Deferred Giving, 1976-83
Edward L. Recker, Capital Funds, 1973-74
Lee W. Short, Community Relations, 1975-78
Benjamin J. Rhodes, Educational Fund, 1978-83,
Deferred Giving, 1983-90, Director of Development, 1990-
Elizabeth B. Melton, Educational Fund, 1983-
Donald Reid, Alumni, 1961-69
Robert M. Montgomery, Alumni, 1969-73
Harry R. Lovell, Alumni, 1973-
Edgar Alsene, Publicity and Sports Information, 1965-88
Henry Etter, University Information, 1965-69
Jerry Bidle, Public Relations, 1969-91
Samuel A. Lynde, Publications, 1969-70
Colette Sicks, Publications, 1971-88, Writer, part-time

Student Services

Deans:

Anne Meierhofer, 1946-69
Jerry C. Jensen, 1969-75
Glenn J. Swichtenberg, 1975-
Virginia E. Smith, Dean of Women, 1966-70
Jerry Jensen, Dean of Men, 1967-69
Hal B. Wassink, Associate Dean, 1969-73
Judith E. Vance, Assistant Dean, 1970-74

Claudia Grace, Assistant Dean, 1975-77
 Margaret Balistreri, Assistant Dean, 1977-80
 Patricia Kendig, Assistant Dean, 1980-85
 Carl F. Teichman, Assistant Dean, 1985-89
 Assistant to the President, 1989-
 G. Gary Grace, Residential Programs, 1973-77
 Gayle Buckley, Residential Programs, 1977-80
 Darcy Greder, Residential Programs, 1980-
 James Hartsook, Student Activities, 1969-72
 Anne Meierhofer, Career Planning, 1969-74
 Katheryn McClintock, Career Planning, 1974-79
 Lynn Nichelson, Student Financial Aid, 1962-
 John King, Director of Security, 1966-70
 Frank C. Borth, Jr., Director of Security, 1970-75
 Donald B. Rogers, Director of Security, 1976-79
 Michael P. Norrington, Director of Security, 1979-81
 Charles B. Adam, Director of Security, 1981-
 Velma J. Arnold, University Nurse, 1942-71
 Judith Jefferson, University Nurse, 1971-78
 Delores Helm, Assistant and University Nurse, 1972-
 Judy Hendricks, Assistant University Nurse, 1972-73
 Mary Kay Hirsbrunner, Assistant University Nurse, 1978-86
 William L. White, Chaplain, 1963-

Appendix C.

List of Trustees, 1968-1986

(Trustees are listed alphabetically with their principal occupations. Location is shown only for those outside Bloomington-Normal).

Allison, Paul G., 1953-70

Farm owner and operator; Secretary, Interstate Fire and Casualty Co.

Anderson, Paul G., 1971-77, President, Hasenwinkle Grain Co.

Anderson, Scott, 1958-76,

Physicist, Anderson Physics Laboratories, Inc., Champaign, Illinois

Armstrong, Flora H., 1976-91, Businesswoman

Bates, Rex James, 1978-,

Financial Vice President and Vice Chairman, State Farm Mutual
Automobile Insurance Co.

Bedell, H. Jean, 1962-71, President, Bedell Manufacturing Co.

Anaheim, California

Bennett, W. W., 1959-74

Pastor, First United Methodist Church, Rock Island

Assistant to the Bishop, Central Illinois Conference, Springfield, Illinois

Bicket, James H., 1949-72

Executive Secretary, Scottish Rite Temple

Boies, Wilber H., 1979-85

Farm Manager, Gridley, Illinois

Borsch, Reuben, 1960-75

Attorney, Winston, Strawn, Smith & Patterson, Chicago, Illinois

Bortell, James B., 1982-92

Pastor, United Methodist Churches, Gridley and Lincoln
District Superintendent, Champaign, Illinois

Bower, Marvin D., 1976-

Executive Vice President, State Farm Life Insurance Co.

Brandt, William R., 1977-83

Attorney, Livingston, Barger, Brandt, Slater and Schroeder

Bulkeley, Kenneth, 1952-79

President, American Sanitary Manufacturing Co., Abington, Illinois

Burow, George E., 1966-71, Managing Editor, The Commercial News
Danville, Illinois

Butz, Vernon G., 1967-77, Attorney, Kankakee, Illinois

Campbell, Helen Goldsworthy (Mrs. Robert E.), 1980-92

Homemaker, Civic, and Church Volunteer, Peoria, Illinois

Campbell, Melba (Mrs. William F.), 1974-83, Housewife, Belleville, Illinois

Cate, Ronald B., 1984-

Director, Customer and Community Relations,
Illinois Bell Telephone Co., Chicago, Illinois

Cloyd, Luanne J. (Dole), 1982-84, Housewife, Peoria, Illinois

Colwell, R. Forrest, 1963-78

President, The Colwell Companies, Champaign, Illinois

Cribbet, John, 1970-88

Dean, College of Law, later Chancellor, University of Illinois, Urbana, Illinois

Danielson, Raymond D., 1966-72

Regional Vice President (Illinois), State Farm Insurance Companies

Davis, Robert E., 1981-

President, R. E. Davis Chemical Corp., Oakbrook, Illinois

Dees, David P., 1976-91

District Superintendent, Mattoon, Pastor, First United Methodist Church, Normal

Dibrell, Harvey, 1968-82

Pastor, United Methodist Churches, Casey, East Peoria, and Leroy, Illinois

Dickinson, John T., 1960-85

Vice President and General Counsel, Union Insurance Group

Drake, William M., Jr., 1977-84

Architect, Skidmore, Owings & Merrill, Chicago, Illinois

Fleming, Austin, 1974-78

Attorney, The Northern Trust Co., Chicago, Illinois

Folse, J. Roland, 1985-87

Chairman, Department of Surgery, Southern Illinois

University School of Medicine, Springfield, Illinois

Franklin, Elmo, 1983-87

President, Field Electronics Corp., Farmer and Agribusiness

- Gantz, Richard H., 1965-75
Farmer, Hickory Hill Farm, Deland, Illinois
- Goebel, William M., 1964-
Attorney, Dunn, Goebel, Ulbrich, and Hundman
- Harris, Samuel L., 1978-81
President, Moline National Bank, Moline, Illinois
- Hart, Craig C., 1981-
President, Champion Federal Savings & Loan Association
- Hartman, Alvin H., 1966-72
Vice President, Cahners Publishing Co., Inc., Boston, Massachusetts
- Henning, E. Hugh, 1965-
Partner, Henning, Strouse & Jordan, Certified Public Accountants
- Hess, Wayne C., 1968-78
District Superintendent, Bloomington, United Methodist Church
- Hodapp, Leroy C., 1976-84
Bishop, Illinois Area, United Methodist Church, Springfield, Illinois
- Hodge, Harold C., 1959-75
Professor of Pharmacology, School of Medicine and
Dentistry, University of Rochester, Rochester, New York
University of California Medical School, San Francisco
- Hoffman, Edward L., 1968-76
Pastor, Wesley United Methodist Church, Bloomington
District Superintendent, Galesburg, Illinois
- Hull, J. Richard, 1977-90
Corporate Counsel and Secretary, American Hospital
Supply Corp.; Senior Vice President and General
Counsel, Household International, Chicago, Illinois
- Ives, Timothy R., 1984-87
President, Bloomington Broadcasting Corp.
- James, J. Robert, 1972-83
President, McLean County Bank
- Jones, John I., 1968-71
President, Illinois State Bank of Chicago, Chicago, Illinois
- Kemp, Glenn, 1963-72
President, Peoples Bank of Lexington, Lexington, Illinois
- Kriegsman, John C., 1966-69
Vice President, Kriegsman Transfer Co., Pekin, Illinois

Kulier, Charles P., 1972-75

Senior Research Chemist, Parke, Davis & Co., St. Clair Shores, Michigan

Kuser, R. George, 1972-77

Publisher, Troy Daily News, Troy, Ohio

Publisher, Trenton Times, Trenton, New Jersey

Lancaster, Bertis L., 1981-

Pastor, Wesley United Methodist Church, Bloomington

Leach, Shelton B., 1968-70

President, National Bank of Bloomington

Logan, C. Sumpster, 1978-81

Vice President, Marketing and Customer Service,

General Telephone Company of Illinois

Lohman, Walter R., 1969-84

President, First National Bank of Springfield, Springfield, Illinois

Maitland, John W., Jr., 1983-

Farmer and State Senator

Marston, Roland F., 1975-84

Executive Vice President, State Farm Mutual Automobile Insurance Co.

Martin, C. Virgil, 1950-71

President, Carson Pirie Scott & Co., Chicago, Illinois

Mayfield, Robert G., 1959-69

Assistant to the President, Asbury Theological, Seminary, Wilmore, Kentucky

McKnight, Sidney A., 1971-77

President, Montgomery Ward & Co., Chicago, Illinois

Mecherle, Rosamund (Mrs. W. Harold), 1963-73

Housewife, Heyworth, Illinois

Meeker, Robert E., 1982-

Vice President, TRW Inc., Redondo Beach, California

Merwin, Davis U., 1970-87

Publisher, The Pantagraph

Merwin, Loring C., 1947-70

President, The Pantagraph

Monge, Dominick, 1972-90

President, United Industrial Syndicate, Inc., New York, New York

Naumann, William L., 1971-83

Chairman, Caterpillar Tractor Co., Peoria, Illinois

Newhall, Richard M., 1975-84

Pastor, Wesley United Methodist Church, Bloomington

North, Jack B., 1978-81

District Superintendent, United Methodist Church, Pontiac, Illinois

Pace, O. B., Jr., 1963-82

Attorney, Pace and McCuskey, Lacon, Illinois

Pitcher, Dale E., 1965-80

Director, Central Illinois Conference Council, United Methodist Church;
District Superintendent, Champaign

Puffer, Noble J., 1951-72

Educational Supervisor, Museum of Science and Industry, Chicago, Illinois

Randall, W. Clark, 1971-75

Vice President, Hallmark Cards, Inc., Kansas City, Missouri

Reardon, Robert M., 1978-

Ophthalmologist, Gailey Eye Clinic, Ltd.

Remo, John W., 1985-

Radiologist, Diagnostic Medical Imaging, Inc., Lafayette, Indiana

Roll, Lyle C., 1973-77

Retired Chairman, The Kellogg Co.

Battle Creek, Michigan

Rowland, William C., 1970-72

President, General Telephone Company of Illinois

Russell, George G., 1974-86

Minister, United Methodist Churches, Taylorville and

Laurel, Springfield; District Superintendent, Pontiac, Illinois

Rust, Edward B., 1970-85

President, State Farm Insurance Companies

Rust, Edward B., Jr., 1985-

President, State Farm Insurance Companies

Schneider, Clifford E., 1967-88

Attorney, Davis & Morgan, Peoria, Illinois

Scully, Olivia (Mrs. Peter), 1972-84

Housewife, Dwight, Illinois

Sheldon, Chester E., 1980-86

Director, Central Illinois Conference Council, United Methodist Church

Shirk, Russell O., 1964-71

President, Shirk Products, Inc.

Smith, Sidney G., 1971-

Pediatrician, Carbondale Clinic, Carbondale, Illinois

Tombaugh, Reid, 1968-74

Tombaugh Farm Management, Pontiac, Illinois

Tryon, Richard R., Jr., 1979

President, The Colwell Companies, Champaign, Illinois

Underwood, Robert C., 1985-88

Retired Justice, Illinois Supreme Court

Velde, James R., 1981-84

Retired Senior Vice President, United Artists Corp., North Palm Beach, Florida

Vial, Richard E., 1984-

Farm Management, Pontiac, Illinois

Vinyard, George A., 1977-

Attorney, Sachnoff, Weaver, Rubenstein, Chicago, Illinois

Wall, Bernard E., 1974-78

Attorney

Wall, Bernard T., 1984-87

Attorney, Winston & Strawn, Chicago, Illinois

Waltz, Alan K., 1984-

Executive Director, General Board of Discipleship, United Methodist Church

Nashville, Tennessee

Webb, Lance, 1964-76

Bishop, Illinois Area, United Methodist Church, Springfield, Illinois

Weeks, Robert W., 1972-91

Vice President and General Counsel, Deere & Co., Moline, Illinois

White, James K., 1966-75

District Superintendent, Bloomington, United Methodist Church;

Pastor, Grace United Methodist Church, Pekin, Illinois

White, Woodie W., 1984-92

Bishop, Illinois Area, United Methodist Church, Springfield, Illinois

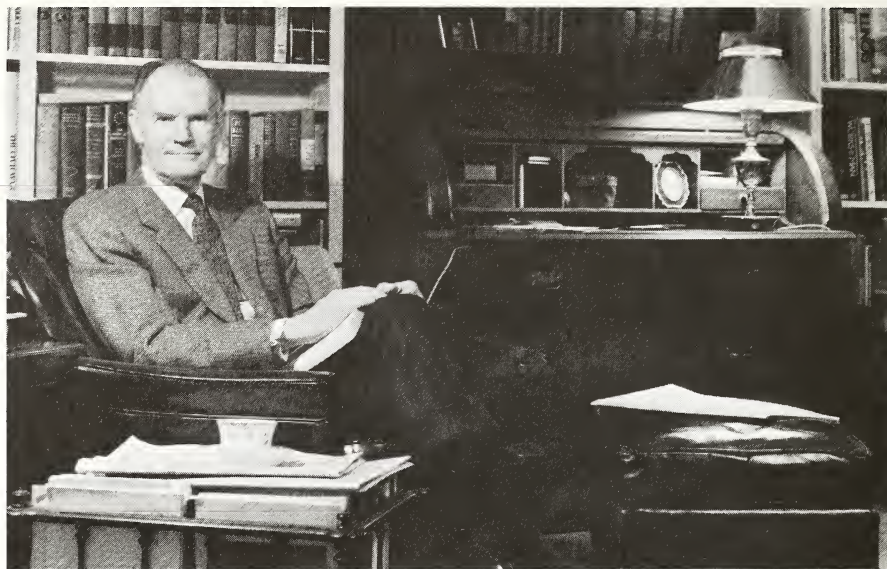
Wilkins, David G., 1983-89

Attorney, Strauss, Sulzer, Shapiro, and Wilkins, Chicago, Illinois

Dow Chemical Co., Midland, Michigan

Wilson, Claire E. (Lodal), 1973-82

Teacher, Hamden, Connecticut, Ripton, Vermont



President Emeritus

Appendix D. Vita — Robert S. Eckley

Born:

September 4, 1921, Kankakee, Illinois

Married:

Nell B. Mann of Houston, Texas, March 28, 1947

Children:

Robert, Jane, Paul, Rebecca

Education:

Peoria High School, 1939

Bradley University, B.S. in Economics, 1942

University of Minnesota, M.B.A., 1943

Harvard University, M.A. and PhD. in Economics, 1948 and 1949.

Dissertation: The U.S. Petroleum Industry in Transition: 1900 to 1920.

Military Service:

To Lt.(jg) U.S. Coast Guard Reserve,
Assistant Engineer, USS Davenport, 1943-46.

Positions Held:

Harvard University, Teaching Fellow in Economics, 1948-49.
University of Kansas, Assistant Professor of Economics, 1949-51.
Federal Reserve Bank of Kansas City, Industrial Economist, 1951-54
Caterpillar Tractor Co., Manager, Business Economics Department, 1954-68.
Illinois Wesleyan University, President, 1968-86.
The Brookings Institution, Visiting Fellow in Economics, 1986-87.
Illinois Wesleyan University, Adjunct faculty, 1968-, course in
International Business.

Publications:

Economic Development in Southwestern Kansas, Part I, The Economy of
Southwestern Kansas, with Jack Chernick, 1951.
Part III, Mineral Resources and Industries, 1955.
Part V, Agriculture, with W. James Foreman, 1951.
Part VIII, Financial and Capital Facilities, 1953.
(Lawrence: University of Kansas).
"The Employment Multiplier in Wichita," *Monthly Review*, Federal Reserve
Bank of Kansas City, Sept. 1951.
Review of *The Process of Economic Growth*, by W.W. Rostow,
Economic Development and Cultural Change, Feb. 1953.
"The Demand for New Housing," *The Appraisal Journal*, July, 1953.
"Oil Production Loans," *Monthly Review*, Federal Reserve Bank of Kansas City,
Feb. 1954, republished in the *Northwest Oil and Gas Report*.
Review of *Energy and Society — the Relationship between Energy, Social Change,
and Economic Development*, by Fred Cottrell,
The American Economic Review, June 1956.
Review of *The Growth of Industrial Economies*, by W.G. Hoffmann,
The American Economic Review, Dec. 1959.
"Sales Forecasting in Specific Business Situations,"
Business Horizons, Feb. 1961, Special Issue.
"Consumer Demand Will Rise," *U.S. News and World Report*,
March 12, 1962.

"Long Range Planning in the Capital Goods Industries,"

1963 Proceedings of the National Association of Business Economists.

"Company Action to Stabilize Employment," *Harvard Business Review*,
July-August 1966.

"Import Quotas Threaten American Exports and Jobs,"

Testimony before the U.S. Senate Finance Committee, October 20, 1967,
published by Caterpillar Tractor Co. and by *Steel*, April 1, 1968.

Review of *The Academic Mysteryhouse: The Man, the Campus, and Their New Search
for Meaning*, by Robert Merrill Holmes, *Notre Dame Journal of Education*,
Spring 1972.

"The Business Environment of the Future," *The CPA Profession in Illinois in 1990*,
the Report to the Directors, Illinois Society of Certified Public Accountants,
May 1973.

"Liberal Arts Colleges: Can They Compete?" *The Brookings Review*, Fall 1987.

"Caterpillar's Ordeal: Foreign Competition in Capital Goods,"
Business Horizons, March/April 1989.

Global Competition in Capital Goods: An American Perspective,
Westport, Connecticut: Quorum Books, 1991.

Other Activities:

Peoria Mayor's Commission on Human Relations, 1962-63.

Bradley United Christian Foundation, President, 1965-68.

Illinois Council of Churches, First Vice President, 1968-70.

Methodist Medical Center of Illinois, Peoria, Board of Trustees, 1968-80.

State Farm Mutual Automobile Insurance Co., Director, 1971-

State Farm Life and Accident Assurance Co., Director, 1972-

State Farm Fire & Casualty Co., Director, 1976-

State Farm Life Insurance Co., Director, 1976-

State Farm Annuity and Life Insurance Co., Director, 1982-

State Farm Companies Foundation, Director, 1979-

Central Illinois Public Service Co., Director, 1973-

National Association of Schools and Colleges of the
United Methodist Church, President, 1974-75.

Turbodyne Corporation, Director, 1975-76.

McLean County Bank, Director, 1976-82.

Honors:

Phi Kappa Phi Alumni Award, Bradley University, 1966.

Distinguished Alumni Award, Bradley University, 1972.

Honorary Doctor of Humane Letters, Illinois Wesleyan University, 1988.

Professional Associations:

American Economic Association

National Association of Business Economists

American Statistical Association

